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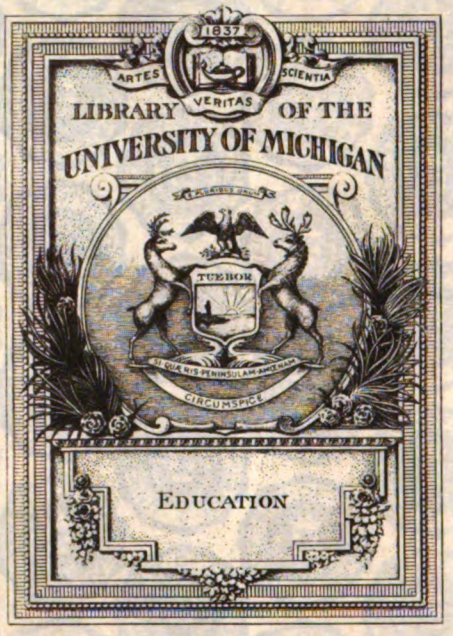

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The Teacher: Types, Contacts, and Interests

I.—THE TEACHER AS MAN

By Professor Sir JOHN ADAMS, formerly Principal, London Day Training College.

BY its very inaccuracy this heading serves well the purpose of the article, for, by the irritation it arouses in the minds of half of its readers, it brings prominently forward a serious lack in the English language. We stand in need, urgent need, of a tiny series of words of common gender. This is necessary in every social connexion. We are all tired of that ghastly piece of cumbersomeness involved in the attempt to reconcile grammar with the demands of the emerged sex. To give women their proper place, we feel inclined always to add "or woman" when we make some generalization about individualized humanity. When we begin on these lines we feel that we must go on: and a sad mess we make of it before the sentence comes to its humiliating end as thus:

"Every man or woman who faces this problem of the relation between the sexes must do his or her best to deal with the matter so that he or she may avoid the natural pitfalls awaiting him or her through the natural bias that is inherent in his or her nature."

I would fain ask those ingenious persons who spend so much time in the invention of new languages, to give a little of their leisure to the problem of cobbling the language we have. Why not fall back upon *it*, and make it do duty for both *he* and *she*, as the helpless bachelor does (to the indignation of old-fashioned mothers) in the face of a baby with no overt indication of sex? I would even suggest the compromising of *him* and *her* into *hir*, which is strictly fair, for men and women get their just share of letters. As with the possessive, so with the accusative. What about *hem* as a compromise between *him* and *her*? To be sure we would have to depend on the generosity of the women to accept a term that includes only one of her specific letters to two that belong to the masculine form. Try fitting in these proposed terms in the above typical sentence and you will note an improvement, if not in elegance at least in brevity. But I fear there is small chance of this suggestion being accepted. It is true that we are a nation of compromisers. But, though compromise is our strong suit, it is unlikely that we can go the length required. We used to be told in school that even an emperor could not add a new word to a language. To-day, we may have our doubts, when we find prize-fighters and baseball-players at least instigating new words. But in any case an emeritus professor may wisely give up the attempt, and try to find in another language a term that is lacking in his own.

German is the natural language in which to seek for a lacking term, for it has one or two rather useful words to supply our deficiencies. We used to be told in school—curious, but natural that my mind should hark so much back to schooldays—*emeriticitis* the disease might be called—that no other language in the world but English had the word *gentleman*, and we drew only too readily the arrogant conclusion that other people had no use for the term. On the other hand, we were told that certain languages had exceedingly pompous ways of expressing themselves. We were informed, for example, that the simple word *Kindergarten* was represented in German by the appalling combination *Kleinkinderbeschäftigungsanstalt*. Curiously enough I never came across the word in Germany itself, but the point was very effective, and was none the less so that our teacher omitted to call our attention to the fact that the English word *Kindergarten* was German.

A fairer example of the relative richness of the German vocabulary is to be found in the three words that the Germans find necessary to express what we are content to include under the one word *sympathy*. They have first the general term *Mitgefühl*, meaning, of course, "feeling along with." But we may feel along with another in very different circumstances. We have to rejoice with those that do rejoice, whereas we English-speaking people are content to confine ourselves with weeping with those that weep. For our word *sympathy* includes only the sad side. The German equivalent for the English version of sympathy is *Mitleid*, but when the Teutons want to rejoice with others they have the convenient *Mitfreude*.

What all this is leading up to is a word for which we have no equivalent in English, and the need of which has set me hunting at the present time. We want a word for man as a human being, man as man, without reference to sex. To be sure the word *man* is assumed to include woman, and people of a thin wit have a popular joke on the subject which would be out of place here. We may willingly admit that in a dignified discussion on man in general, *homo sapiens*, we may legitimately include woman. Under these circumstances, and in view of the Latin title, women have no objection. But there are cases where sex does count in a way, and where accordingly a term is needed that will definitely include both sexes without emphasis on sex at all. This we find in the German *Mensch*. So in this article we are really dealing with the teacher as *Mensch*, though it is perhaps not desirable to put this word in the title.

In most of the articles of this series it will be noticed that there is a tendency to use the word *master* when women readers would prefer *teacher*. One explanation is that in a great many cases the matters referred to really concern men teachers rather than women. A great many of the quotations from old books and references to old times naturally involve the use of the masculine form, because most of the schoolmastering in those old days

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was done by men. In that last sentence, for example, the term *schoolmastering* was the natural word to use. My typewriting machine itself seemed to recognize this and set it down more or less automatically.

But there is another reason for the use of the term *master* as opposed to *teacher*. I do not feel that way myself, since I have taught in all classes of schools, but those who are in the profession know that secondary school people do not like the term teacher and will not answer to that name if they can help it, and my natural respect for the secondary people's wishes has led me to use *teacher* less than I otherwise would. The Americans are greatly tickled by the difference implied in the English use of the terms. My women readers may object that this gives no justification for using *master* instead of *mistress*. But this objection would bring up afresh the old double gender trouble. Are we to begin all over again, and write about the master-or-mistress and his-or-her doings. I do wish we could have a common word serving a double end and meaning master-or-mistress with all the dignity that mere *teacher* seems to lack. During the War we almost reached this goal. In the absence of so many of our teaching men in the fighting line, women came to the schools gallantly to carry on their work: and right well they did it, thanks not a little to the boys who played the game, and behaved in a way they never would have but for the national need. A certain trouble arose about the form of address and the poor boys were continually getting into trouble by addressing their new teachers as "Sir." In some cases the headmaster got so tired of hearing boys continually answering "Yes, sir—Yes, ma'am," that he called the school together and told the boys that this was a boys' school, these ladies were good enough to hold the fort till the masters came back. They were doing the work of masters; accordingly they *were* masters, and should be addressed as such. Therefore henceforth they were to be addressed as "Sir." The women liked it at the time, and I see no reason why the custom should not be perpetuated and all teachers called masters, and addressed as "Sir." In a great many cases a lady in the chair is addressed as Chairman. So there is a sort of precedent. Will mistresses *please* allow me, in these articles, to include them under the term master. I can assure them that they shall never be far from my thoughts as I write. How could they when I am treating of a profession that is so largely feminine in its personnel?

The women take it out of us in this matter in their own way—at any rate in America. In the United States in the text-books on the art of teaching it is the almost invariable custom to speak of the teacher as *she*; which is right and proper in view of the vast majority of women in the profession. But women-writers and women-speakers make up for this by always speaking of the pupil as *he*. With this balancing compensation reducing us to our proper place of the learner, distaff dignity should be soothed, and in the future I shall use *teacher* wherever sex is of no importance, or at any rate where it is not of the essence of the matter treated.

No one realizes more clearly than I that the matter of sex has ramifications throughout the whole educational field, and that even while doing identical work the two sexes have their own way of thinking and acting. My only plea is that readers will do their own interpreting of situations. What is here put before my readers is inevitably the man's point of view, however diligently and earnestly I strive to look at matters from the broad human standpoint. It is almost as hard as I used to find it at the University to regard things from Spinoza's standpoint, *Sub specie aeternitatis*. I claim the reader's sympathy when I confess that I find it very hard work to be a *Mensch*.

Since in these articles we are all the time dealing with those who are teachers, even when we regard them as human beings, we are not to lose sight of the fact that we *are* also dealing with them as teachers. No doubt the teacher is Mensch as well as a professional worker. But our interest here is what sort of person the Mensch is in relation to the profession. What sort of temperament has he? There is an artistic temperament, is there a teaching temperament? I believe there is, and that altogether apart from the distracting worry about the "born teacher." Certainly this type of teacher, the innate teacher, the "teacher by the Grace of God," must possess the teacher-temperament, but he has not the monopoly of it. Successful teachers have an easily recognizable though not so easily describable temperament. They are "that sort of persons," the sort that one would expect to find in a school-room. Of the four classical temperaments the teacher type belongs to the sanguine. Critics will at once point to teachers that they (and we, alas!) know who are far from sanguine. But note that we are talking about *successful* teachers. These gloomy persons ought not to be in the school-business at all.

But the humours classification of the temperaments is antiquated, so we had better turn to the newer form based on nervous reactions. Of the two types here, the sensory and the motor, probably the sensory is on the whole the more suitable for our profession, though the teacher must not be markedly sensory. The difference between the two types, as you will remember, is that the sensory type takes longer time at the elaborating nerve centres than does the motor. With the motor, action follows almost immediately on stimulus, whereas the sensories are inclined to pause a little, and, as the Scotch judges say, take the matter *ad avisandum*. With the motor, knowing is but the vestibule of doing, and we teachers have a great deal of trouble with this type among our pupils.

Obviously, however, there must be a certain amount of *motility* in the teacher, to use the rather silly term some psychologists like. He must have a fair amount of sharp resilience. But there may be some danger in applying this classification at all to the case of teachers, for the element of sex has been introduced into it, by an American psychologist, J. M. Baldwin, who maintains that women are motors and men sensories. So we are in danger of getting into the awkward position of having a separate psychology for masters and mistresses. Fortunately the French psychologist, Fouillée, comes along with his theory of the sex distribution of the two temperaments, and makes the men motors and the women sensories. We are thus set free, for when doctors differ we are entitled to judge for ourselves. The truth from the teacher's standpoint seems to be that Baldwin is right about youngsters up to puberty, but after that there is not sufficient evidence to mark off one sex from the other in terms of sensory and motor.

There is a third way of classifying humanity into two great groups, that may be found useful in dealing with the teacher as Mensch. This began as a medical classification, for when doctors began to speak about *introverts* and *extroverts* they had only pathological cases in view. But the types are so characteristic and so well marked among ordinary people that the distinction is rapidly passing into general use. The introvert is inclined to be an onlooker rather than an active participant in anything, to be a critic rather than an executant, to withdraw himself within himself wherever that is possible. The extrovert, on the other hand, is inclined to throw himself upon society in the full expectation that his advances will be cordially reciprocated. He likes to be in the middle of things, to be continually expressing himself. Very naturally this classification has a bearing upon the sort of work a person should take up. Some occupations lend themselves specially to one or other of these types. The introvert is at home in a job like that of a librarian, or a book-keeper, or other official whose business keeps him in a cubby-hole of his own, where other people are warned off as not welcome. Those who spend their time behind barred windows and grills at railway stations and pawn-

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brokers' offices, are all the better of having an introvert tendency. A professional psychologist loses nothing by being a bit of an introvert, while a metaphysician is all the better. A theologian should have a good deal of the introvert in him, while a popular preacher has no use for this sort of mental make-up. Most popular actors are extroverts, and all popular actresses are. Salesmen of all sorts should be extroverts, and auctioneers in particular can find use for the extreme form of extroversion. One does not know what one could make of a real-estate man (or *realtor*, as one type of him is called in America) who was not an extrovert.*

Amid this whirl of claims where are we to place the teacher? Naturally he ought not to belong to either of the extremes, but his bias should certainly be towards extroversion. He ought to be a good mixer, one who can fall in easily with his fellows, and see their point of view. Extroversion favours the first of these qualifications, but if carried even a little to excess it is apt to spoil the second. A gaseous individual who is always so busy expressing himself that he has no time to see that others have a chance to do the same, is poor timber out of which to carve a successful teacher. On the other hand, a timid, shrinking, self-obliterating creature has not much chance of success. Aristotle must be called in and asked to find for us the mean between these two extremes, and if he is good natured enough to answer our appeal, it will be found that he has placed the human being who wants to be a teacher somewhere about the middle of the line separating the introvert from the extrovert but a little towards the side nearer to the extrovert.

The important point up to which all this is leading will be found in the fact that the teacher's professional life is one long fight to preserve his humanity. He begins as a wholesome all-round Mensch, with good and bad qualities no doubt, but on the whole a well-balanced *disposition*, to use a technical term in psychology that has not yet been hardened down into rigidity and may therefore be used with impunity. His problem is to keep his balance in his professional progress. His daily grind has been compared by the more pessimistic among us to the treadmill or the work of the galley-slave, so an appropriate illustration may be found in *Ben Hur*, where the fine young fellow who is condemned to the galleys asks for the privilege of being changed from side to side of the vessel from time to time, so as to prevent the distortion of his body by the exclusive working of certain groups of muscles.

Now without accepting the dispiriting comparison to galley-slave-life, we may admit that there is a dangerous tendency in our craft to stereotyped activity, monotony, routine. This affects even those of us who begin with a rather extrovert tendency; but is naturally much more likely to develop in those who begin with a bias towards introversion. Put in rather colloquial terms the danger we are threatened with is old fogeyism. Now Prof. James has something intimidating to say on this subject. When he asks himself the question: when does old fogeyism set in? he feels constrained to give the startling answer: Round about twenty-five years of age. By that time, he tells us, the stigmata of the profession begin to make themselves manifest. At about that age we are able to detect the professional mannerism of each profession. The young doctor, lawyer, clergyman becomes detectable. No doubt this early demarcation does not really correspond to what is usually called old-fogeyism, and James may have used the phrase for the very purpose of startling his readers and putting them on their guard. But in the case of teachers there would appear to be special reasons why this early onset of impaired vitality is to be feared.

The conditions under which we work all tend in this direction; the immature minds with which we deal, the rigid conditions under which we work, the public attitude towards us, the demand for an inordinate amount of commonplace respectability. Fortunately conditions to-day are much more wholesome than they were even half a century ago. In the days of the single-teacher school it was almost impossible for a normal human being to remain normal and a teacher at the same time. But to-day in our big schools teachers meet almost as many grown up people as they meet youngsters. They mingle in general society, since the barriers to be dealt with in our article on *The Teacher as Social Unit* have been removed. But while opportunities for social intercourse are increased, it is necessary for the teacher to bestir himself so as to take full advantage of them.

As I read over the last paragraph my conscience pricks me, for I remember what Miss Evelyn Dewey tells us about the number of single-teacher schools in the United States. I have spoken as if they were a thing of the past, and yet in the great Republic she assures us that there are two hundred thousand of them. I sought comfort from my university colleagues in America by asking them if this was not overstated: their cold comfort was that it was probably an understatement. My only comfort is that such good work is done in the majority of these schools that the teachers cannot be falling off. We have no less than the authority of Max Müller for the statement that the Red Indian word for a school-house means "a stopping place where sorcery is practised." I sometimes think the Indians may be right, when I see the amazing work done in these isolated school-houses. Any way I lift my hat every time I pass one of them.

It is because teachers are availing themselves so fully of the new opportunities that the old reproach is gradually passing from the profession. The phrase "school ma'am" is much less frequently used than formerly, and into its meaning there has stolen an altogether kindlier feeling, almost a sentimental touch. This was quite noticeable in the newspaper references just before the last Presidential election to the school ma'am under whom Herbert Hoover had received his early education.

Even men teachers are beginning to be treated more as human beings than they used to be, which is quite natural seeing that they are more like human beings than in the days when Charles Lamb wrote so scathingly and yet with such insight about them. They may not have all the freedom Mr. H. G. Wells would have them enjoy. They do not wear red ties or say "Damn!" But they do write good novels at a pinch, and are altogether approaching more nearly than ever before the goal he has set before them of being "authentic men."

KING'S COLLEGE, LONDON.—A hundred years ago a Royal Charter of Incorporation was granted to King's College, London, and it was established on its present site in the Strand. The increasing number of students and the requirements of modern methods of teaching and research have made reconstruction and extension necessary, and an appeal for £350,000 has been issued, Of this sum £125,000 is for new buildings for science and medicine, and £15,000 for additions to the hostel in Vincent Square. The remainder is for the endowment of professorial chairs, scholarships, and bursaries. Of a total annual expenditure of the College of £130,000, not more than £4,800 is derived from endowments for chairs, &c., and it is stated that the proportion of income derived from permanent endowments is smaller than that of any other university institution in the British Isles. It is estimated that £125,000 is required to endow chairs of English language and literature, physics, physical chemistry, electrical engineering, and physiology, and a further £25,000 for chairs in the Theological Department. With its record of the past hundred years King's College has a strong claim on all who are interested in the progress of university education, and we hope that the appeal will meet with a sympathetic and quick response. Copies of a pamphlet setting forth the needs of the College can be obtained from the Secretary, King's College, Strand, W.C. 2.

* By the way I happen to know that the Latin word is *extra*, so it will not be necessary for the conscientious reader to write telling me so. All the same, I claim the privilege of balancing the word introvert by the word extrovert.

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Examinations in Literature

By E. E. REYNOLDS, The Royal Grammar School, Colchester

IN 1857, C. S. Calveley set a test on "Pickwick Papers." The winners of the competition were Sir Walter Besant and Prof. Skeat. The full paper will be found in the one volume edition of Calveley's works, but a few questions will serve to indicate the general nature of the test.

"1. Mention any occasions on which it is specified that the fat Boy was *not* asleep; and that (*a*) Mr. Pickwick and (*b*) Mr. Weller, senior, ran. Deduce from expressions used on one occasion Mr. Pickwick's maximum of speed.

"2. Give approximately the height of Mr. Dubbly; and, accurately, the Christian names of Mr. Grummer, Mrs. Raddle, the fat Boy; and also the surname of the Zephyr.

"3. Describe the common Profeel machine."

It may be objected that all this was devised as an appropriate form of relaxation for dons, but it will serve as a useful text for a discussion of the problem of the examination in literature. In fact we may regard this Pickwick Test as a skit on the type of paper that has been set on books chosen for examination. To answer such detailed questions the candidate must have read the book so often that he can recall much of it verbatim. Can this be regarded as an examination in literature? Is it indeed possible to set any paper of questions that really tests appreciation of great works of art?

These and kindred problems have often been propounded and it is not easy to find satisfactory solutions.

Two views are held. Some believe that an examination in literature does definite harm in that it may lead to a dislike for good books as a result of concentrating attention for a long period on one or two selected texts. Others hold that, as curricula in schools are largely determined by examination syllabuses, the inclusion of literature as a subject to be taught, can only be assured by making it an examination subject. Much could be said in support of both views. The first has the advantage of being rather more dignified, as the second involves a confession of bondage to an outside system.

It is certainly doubtful if a genuine love of literature can be stifled by examinations. The necessity for studying set books intensively may bring to light excellencies which would remain concealed during a casual reading. The problem turns upon the right selection of books. Moreover, some would exclude certain classes of literature altogether, but allow others to be included. The question in fact, does not admit of a simple affirmative or negative answer. We have to decide (1) the legitimate objects of any examinations in literature; (2) what books will stand the strain of intensive study, and (3) whether there are whole classes of literature that should be excluded.

Various objects have been indicated as the justification for making literature an examination subject; the two most frequently advanced are (1) the fostering of a love for literature, (2) the training of the understanding through a careful study of selected works.

It would be difficult to establish the possibilities of achieving the first of these. If those of us who are readers will think back to our early days, we shall probably discover that there is no definite beginning to the formation of our taste in reading. We can pick out landmarks on the way. I can remember, for instance, when my enthusiasm for Lamb and Burke were first roused; neither had any connexion with an examination, but both were the result of two inspiring schoolmasters passing on their own enthusiasm to me. A love of literature will not necessarily be fostered by examinations, but it can most assuredly be encouraged by teachers who are themselves enthusiasts, though even then it is doubtful if they can do much with unresponsive spirits; there must be something in a boys' make-up—an aesthetic instinct—or in his home circumstances—a collection of well chosen books—with which the teacher can make contact. Such a boy will probably be bored by examination work, but it will not affect his general reading; other boys will come to no harm by being compelled to read something serious; they certainly will not blossom out as readers, but on the other hand there is the consolation that it is impossible to destroy a taste which does not exist.

Much could be said in support of the second object—the training of the understanding. This in itself is a legitimate purpose for any study. We use books for all subjects, and there is need for definite practice in their right use. Much more could be done here than at present is customary in schools. In addition to the teaching of how to make the best use of works of reference, useful English exercises such as the précis or the summary, should be based on text-books used in geography, history, and science. At the same time, this must not be confused with the study of literature. There are, it is true, many books that rank high as literature, whose value lies primarily in their content; such books gain by intensive study. As Ruskin put the matter, "And be sure also, if the author is worth anything, that you will not get at his meaning all at once—nay, that at his whole meaning you will not for a long time arrive in any wise."

If we grant then that to the boy of literary taste, examinations will do no harm, and that the close study of carefully selected texts may develop the habit of searching for an author's full meaning, we have next to consider what books may legitimately be chosen. It will be convenient to classify books for the present purpose as follows; (*a*) Prose—(1) non-fiction, (2) fiction; (*b*) drama; (*c*) poetry.

Lists of books set in recent years in examinations for the School Certificate, show that the majority come under our first group. This is as it should be, for here will be found those books where understanding is demanded more than appreciation of literature. The list of prose texts given for the fifth year at the end of the Board of Education pamphlet, "Suggestions for the Teaching of English," will supply convenient material for comment. Of these books I should select as safe, the following: John Bright's "Speeches," Burke's "Conciliation with America," Carlyle's "Heroes," Johnson's "Lives of the Poets," "The Letters of Junius," Lincoln's "Speeches," Macaulay's "Speeches," Thackeray's "Four Georges," Walton's "Lives." Other books in the list are open to question. While the "Letters of Junius"—if considered worth while—are fair game, Lamb's "Letters" should most certainly not be used as a set book. Their appeal lies not in their content, but in their expression of a personality; the class-room atmosphere would rob them of too much that is delicate in feeling. Objection may also be taken to the use of Elia's "Essays," and indeed to much that is usually classed as Belles Lettres, such as in this list, Dobson's "Eighteenth Century Vignettes," Holmes's "Autocrat," Johnson's "Journal," Thoreau's "Walden," Dorothy Osborne's "Letters." The enjoyment of such books should be left to the leisured pleasure of later life. All essays however would not come within this ban. Bacon's "Essays" are too packed with worldly wisdom for schoolboys, and too dull for most adults; Macaulay's "Essays" are safe books for examination—many boys owe their first enthusiasm in reading to the facility of his pages. One type of literature is eminently useful in this connexion; collections of speeches provide not only matter for understanding, but also for declamation. It would be a sound innovation to have oral tests, as well as written, in English; they present no more practical diffi-

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culties than tests in spoken French or German. Such tests would discover how far the candidate can grasp the meaning of an unprepared passage of moderate difficulty, and to what extent he can read his own language clearly, and with understanding. For such purposes the more frequent use of such books as Bright's "Speeches," or Burke's "Speeches," is to be commended.

Fiction, our next group, presents a different problem. Here we are dealing with a form of literature written mainly for pleasure; the story is the thing that matters. The training of the understanding does not so clearly come into play; it takes very little concentration to follow most plots and the interactions of characters cannot be fully appreciated by immature minds. The following novels have been set in recent examinations, "Pride and Prejudice," "Esmond," "Alton Locke," "The Fortunes of Nigel." All these would be sound suggestions for home reading, or for inclusion in the form library. Novels can be valuable aids to other studies; "Esmond," for example, should be read in connexion with the period of Queen Anne, and the study of the writings of Addison, Steele, and Swift. Such study helps to bridge that gap that too often exists in the pupil's mind between literature and life. There are novels of course that depend for their interest on the way in which they deal with the problems of life; but such problems cannot fruitfully be thought out by pupils of sixteen; it is better to leave them until more adult years.

Our second division, drama, has by now a well established place in all schools. Generally it means the plays of Shakespeare, though of recent years other dramatists have found a place in the class-room. In a previous article in this *Journal*, I outlined the advances made in the teaching of literature and tried to show that modern methods will tend to make reading a real pleasure in schools. It is interesting in this connexion to read the following letter from Mr. Bernard Shaw in reply to a request for permission to use the second scene of "St. Joan" in a school book.

"No. I lay my eternal curse on whomsoever shall now or at any time hereafter make schoolbooks of my works, and make me hated as Shakespeare is hated. My plays were not designed as instruments of torture. All schools that lust after them get this answer, and will never get any other from,

G. BERNARD SHAW."

(*Nineteenth Century*, April 1928.)

It is regrettable that Mr. Shaw is apparently out of touch with the teaching methods of these days; his remarks might have applied with considerable justice to schools of the beginning of this century. Yet innumerable lovers of Shakespeare seem to have survived even those times; how many potential lovers perished by the way it is impossible to estimate. It can, however, certainly be affirmed that the number of lovers is increasing, thanks to more enlightened teaching. It would be fatal to banish drama from the schools as it makes the most instinctive appeal to all children. This is not the same as saying that drama should be included in examinations. It would be a good thing if no play of Shakespeare's were ever set again, for no form of literature has suffered more at the hands of the examiner. In the junior and middle forms of schools, the periods devoted to drama are the most alive and active. Mr. Shaw should visit such a class and see how the pupils enjoy their reading and acting; or how they revel in the reading aloud of "St. Joan," as I have seen them. When examination time looms ahead, things change. The elaborately annotated text now takes the place of the plain text. It may safely be said that in the majority of cases the work becomes a pure grind at memorizing as many notes as possible. The play is smothered under masses of information. It is admitted that examination papers have improved in dealing with Shakespeare, but the feeling remains that some obscure point may be asked; safety lies in cramming all possible information since examiners vary in their requirements. The position would be more satisfactory if it could be stated in the syllabus precisely what aspects of the play the candidate will be expected to study. The most satisfactory solution would be to leave drama out of examinations. Many will certainly disagree with this suggestion; but not so many would object to the omission of all poetry—our last class—from examinations.

If we think of any of the definitions of poetry, we shall see at once how absurd it is to submit it to the harsh processes of examination; Macaulay: "the art of doing by means of words what the painter does by means of colours"; Hazlitt: "the language of the imagination and the passions"; Wordsworth: "the breath and finer spirit of all knowledge." All such definitions are partial revelations of the nature of poetry, but each emphasizes the impossibility of rendering poetry any service by making it an examination subject. If we only think of those poems that mean much to ourselves, and ask if we should like to be examined in them, we shall shudder at the bare thought. Yet during recent years, boys and girls of 16 have laboured (an awful but not exaggerated term) at such things of beauty as "Comus," "Keats's Odes," "The Faerie Queene," "The Golden Treasury," "Poems of To-day," "Wordsworth's Poems," and many others. The only possible justification would be the proof that such a task leads to a greater love of poetry; such proof would be very hard to find.

The conclusions reached so far are: (1) few novels are serviceable as set books; (2) drama and poetry should never be set in examinations, and (3) that non-fiction prose, where the content is the most important aspect, is a legitimate object for examination, as promoting a clear understanding of an author's meaning.

At once the objection will be raised, that if examinations are limited to such a small part of literature, the subject will vanish from the time-table, or as it was put at the beginning of this article, "the inclusion of literature as a subject to be taught can only be assured by making it an examination subject." It is not yet true that we include only examination subjects in the curriculum. The Board, for example, insists rightly on physical training. It could quite as easily insist on a certain proportion of the time-table being devoted to literature. The subject would then be freed from its present shackles, and in the right hands, it would become a far greater cultural influence than it is at present. Boys would then be encouraged to read widely wherever their tastes might lead them; they would have a large selection of books for their choice; reading aloud, and dramatic representations would soon fan the spark.

A more valid objection to the suggestions made above is that the result of so limiting the scope, would not be an examination in literature at all. With this I would heartily agree. There should be no examinations in literature. The plan I would detail as follows:

The English examination should consist of two papers followed by an oral test. One paper should be an essay, and the other a test in the usual exercises, such as précis. The oral test should be in reading aloud an unstudied passage of prose, in the answering of questions on that passage, and in the recitation of a passage of prose and a passage of verse from a list given in the examination syllabus.

This last suggestion will be clearer if a possible example is given. In the syllabus it would be stated that the candidate will be asked to recite one prose, and one verse passage from the following list: PROSE; (Chosen from the "Oxford Book of Prose") Huxley, "A Game of Chess (470); Burke, "Marie Antoinette" (292); Bright, "The Angel of Death" (414); Lincoln, "Gettysburg" (409); Macaulay, "Warren Hastings" (383). VERSE: "Death the Leveller" (Shirley); "Chapman's Homer" (Keats); "On his Blindness" (Milton); "Othello," Act V, Sc. 2,

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lines 340-356 (Shakespeare); "Paradise Lost," Book 1, 241-270 (Milton); "Ulysses," lines 44-70 (Tennyson). At the examination the candidate would be told which of these he had to recite.

The examiner would have a number of cards each with some such passage as the following from Burke on it.

"I am aware that the age is not what we all wish. But I am sure that the only means of checking its precipitate degeneracy is heartily to concur with whatever is the best in our time: and to have some more correct standard of judging what that best is than the transient and uncertain favour of a court. If once we are able to find and can prevail on ourselves to strengthen a union of such men, whatever accidentally becomes indisposed to ill-exercised power, even by the ordinary operation of human passions, must join with that society, and cannot long be joined without in some degree assimilating to it. Virtue will catch as well as vice by contact, and the public stock of honest, manly principle will daily accumulate. We are not too nicely to scrutinize motives as long as action is irreproachable. It is enough (and for a worthy man perhaps too much) to deal out its infamy to convicted guilt and declared apostasy."

The candidate would be allowed time to read this through twice to himself; he would then read it aloud. The examiner would ask such questions as the following:

1. How did Burke think it possible to combat the degeneracy of the age?

2. What does the phrase mean, "not too nicely to scrutinize"?

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4. Suggest another word for "transient."

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What will be gained by such a test? First there will be a great incentive to learn how to pronounce our language correctly and clearly; secondly, the pupil will have learned some great passages of prose and verse, that will have helped to give him standards of English at its best; thirdly, the examiner will know to what extent the candidate can grasp meaning and follow a line of reasoning.

We should all condemn any examiner who set questions similar to those quoted from the amusing Calveley paper, or like those in the clever Sherlock Holmes paper set in *Life and Letters* for December, 1928. Yet those papers are really the *reductio ad absurdum* of the present attempts to examine candidates in literature. This article attempts to find a happier way out of the difficulties that we all have felt are imposed upon us by the present schemes of examination.

Careers and Qualifications

XIII.—CIVIL AND LOCAL GOVERNMENT SERVICE

By W. R. GRIST, B.Sc., Secretary of Leeds University Appointments Board

ALTHOUGH it has been found convenient to discuss the National Civil Service and the Municipal Services in the same short article, it will be evident to the reader that the two classes of employment dealt with have very little in common, either in methods of recruitment of their personnel, or, in the higher branches of the two services at any rate, in the types of duties assigned to the officials appointed.

To the ordinary man the words "Civil Service" conjure up ideas of a few favoured, well-paid, well-dressed, and not over-worked gentlemen, doing vague but gentlemanly jobs in Whitehall. It may be as well, therefore, to give a few preliminary facts and figures. The National Civil Service deals with appointments to about sixty government departments employing 300,000 civil servants. (These numbers include the post office.) In the year 1927, the Civil Service Commissioners filled 16,540 posts of all possible kinds. The candidates appointed included postmen, typists, clerks, draughtsmen, &c., as well as men and women for the higher administrative services. When it is realized that the majority of these appointments were made on the results of competitive examinations, it will be seen at once that the Civil Service is the direct concern of the educationist. Harassed parents and school teachers anxious to find suitable careers for the young people of to-day would do well to examine the very varied possibilities for congenial employment in the service of the government. A civil servant is in a favoured position compared with men in most other types of employment. His commencing salary, although never sensationally big, is enough to keep him in reasonable comfort, and, as a rule, it increases automatically up to a certain point, with good prospects of promotion beyond. He enjoys almost absolute security of tenure and receives a comparatively substantial pension (plus a gratuity) on retirement. His hours of employment are usually regular, the holidays are good, and generous provision is made for the man who has the misfortune to fall sick.

It would be out of place to give an account of the evolution of the Civil Service in this country, but it may be of interest to mention in a few words the main features in the development of what is, after all, a unique institution. Prior to 1855 government posts were filled entirely under a system of patronage which gave way before public opinion in that year, when the Civil Service Commission was set up. It was not, however, until 1870 that an Order in Council made it obligatory for junior appointments in the Civil Service to be awarded on the result of a competitive test. A more far-reaching reform was accomplished by the Playfair Commission, whose recommendations resulted in 1876 in the setting up of a Civil Service recruitment scheme which did duty with only minor changes for a period of fifty years. The scheme graded civil servants into four groups: A. *Administrative Officers* appointed to fill high office in various departments in which they would be called upon to frame policy. B. *The Higher Division.* Important appointments requiring men of first-rate administrative ability. C. *The Lower Division.* Appointment of men for routine duties. D. *Boy Clerks.* The scheme further provided for the recruitment of groups B, C and D by competitive examinations. Two years before the War a Royal Commission was set up for the purpose of further inquiry into the Civil Service, but as its findings were published in April, 1914, and as a further revision in the Service has been brought about as the result of the work of a Treasury Committee set up in 1918, it is sufficient to mention one only of the many findings of the commission. This was a most emphatic endorsement of the method of recruitment by means of open competitive examinations which had built up a public service second to none in the world either for the efficiency or the trustworthiness of its officers.

The War brought about many changes in the Service, and a reorganization committee was set up in 1918. All those who are interested in these after-war revisions in the Civil Service are advised to consult the findings of this committee which are contained in a document presented early in 1920, and known as the Report of the Civil Service

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National Whitley Council Reorganization Committee. It will be sufficient to state here, that at the present time no other avenues of employment are more clearly defined than those in British government service. Precise conditions are now laid down governing entry into all departments and into all grades of the Service. Among the higher appointments are those known as the " Junior Grade of Administrative Class," filled by competitions held at irregular but not infrequent intervals, and for these, competition is very keen indeed. The entrance fee is £8, and the subjects for examination are as follows: English, present-day questions, everyday science, translation from a language, and a viva voce examination, together with optional subjects which may be selected from a large number.

Among other direct government appointments are those to the Board of Inland Revenue (inspectors of taxes), Ministry of Health (junior assistant auditors), Meteorological Office, the Post Office (engineers, inspectors and assistant traffic superintendents), the Patent Office (assistant examiners), Geological Survey, Board of Trade (inspectors of mines) and Home Office (factory and workshop inspectors). The Civil Service Commission is also in charge of the competitions for appointments to the Indian Government Services, including administrative posts, the Indian forest service, police force (higher grades), engineers (public works department), Indian State railways (engineers and traffic superintendents), &c., and the commission arranges competitions for foreign and colonial appointments which include foreign office clerkships and Diplomatic Service, the Consular Service, and Eastern Cadetships. Appointments suitable for men of first-class university education are also made to posts in territories administered by the Colonial Office. Candidates for these posts must apply in the first instance to the Private Secretary (Appointments), Colonial Office, the final selection resting with the Secretary of State for the Colonies.

The examination syllabuses of the many competitions will amply repay perusal. It will be observed that even in the lower grades of the service a good general education, and a reasonable standard of culture are required, and while for certain technical posts, efficiency in specially appropriate subjects is rightly insisted upon, for vacancies in the higher administrative branches, men of first-rate general education are demanded. These " first-class " civil servants are appointed for the express purpose of being trained in *administration*, rather than in technical skill, and it is quite a common thing for a man to be transferred from one government department to a totally different one, the theory being that a skilled administrator can always " administrate " and, indeed, may be all the better officer if he has no preconceived notions as to the technique practised by the executive staff of his department. This may seem rather startling at first, but it can be argued that the principle involved is a very sound one. If a highly qualified technician be appointed as administrative head of an appropriate department, for how long will he be able both to conduct his administrative work soundly, and at the same time keep himself abreast of the times in his own subject ? Then again, a single department may have work for many kinds of technical experts, and if the general direction of the affairs of the department is to be in one person's hands, it would be obviously impossible to expect one man to have all the subjects of the experts at his finger ends. While it may be possible to get a good administrator from the technical class it does not at all follow, and such an appointment might easily lead to trouble and disaster. In a disconcertingly short time the technician-administrator would find himself out of date and inferior in knowledge to his assistants, who would be in daily touch with the problems of his subject. Yet, as an old practitioner, he would often be tempted to lay down the law. This would almost certainly lead to arbitrary and restrictive decisions tending to discourage originality, and thus obstruct progress. Again, the administrative head of any government department, however specialized may be the detailed work of his staff, must be called upon frequently to make decisions on matters of general policy which depend very little, if at all, upon technical knowledge. For good or for ill, the commissioners have held firmly to the practice of putting administrative ability above everything else in making the highest appointments, and most people will probably agree that the results justify this policy.

Even if one examines the syllabus for the examinations governing the appointment of such officers as Inspectors of Taxes, one finds that it is possible to choose subjects which seem to have no relation to the actual work which the successful candidate will be called upon to do. He may earn the bulk of his marks in languages, together with, say, history and English, and could certainly avoid such subjects as accountancy, statistics, economics, and banking finance. He is, however, subjected to a viva voce test, and he must show a cultured man's knowledge of every-day affairs. It is significant that the highest marks for any subject are those assigned to the viva voce test, being 300 out of a total of 1,300. No other subject receives more than 200 marks. When the candidate is appointed, he will undergo careful training at the hands of experienced senior men, the ultimate aim being to turn out a man capable of utilizing the services of a skilled clerical staff and using the material so obtained to solve his own problems on his own responsibility. He may be required to ascertain the tax liabilities of large firms who employ their own accountants and legal officers, and thus he will be likely to find himself arguing the case for the Crown with experts on the other side. In the words of the memorandum on the Tax Inspecting Staff of the Inland Revenue Department: " The inspector is consequently invested with considerable responsibilities making demands on self-reliance, initiative and judgment, and bringing him into contact with every form of financial and commercial activity in the country."

In an article of this length it is obviously impossible to give even a summary of the regulations governing the entry into the sixty branches of the service. These regulations are set forth in great detail and perfectly clearly in the various memoranda published by the commissioners, and very readily obtainable by any one interested. Details as to these and other useful publications will be found in a note at the end of this article. But a word of warning as to the standard of attainment expected may not be out of place here, particularly as comparatively high entrance fees are demanded from examinees. It is astonishing to meet many young people who do not seem to understand what is implied by a keen competitive examination. It is not enough to run one's finger down the long list of perhaps thirty to forty subjects and jauntily pick out the four or five which give the requisite total marks, and which the candidate feels that he is well up in. In many cases it is unsafe even to judge one's chances by the apparent lowness of the standard of the questions, especially in a " General " paper. The candidate must remember that he is up against the pick of the universities, and must make corresponding preparation for the fray. As a very rough guide it would be quite fair to say, that in the higher competitions a very good honours degree standard is necessary all the way through, and it is not only a question of doing well enough to earn a good degree, but the man must do better than most of his rivals ! It is, therefore, hardly surprising to find that the Universities of Oxford and Cambridge with their long-established tradition of intensive preparation for the higher Civil Service examinations, still run off with most of the prizes. Signs are not wanting to indicate that other universities and institutions of university rank are turning their attention to these competitions. It will thus be seen, that

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By W. R. GRIST, B.Sc., Secretary of Leeds University Appointments Board

ALTHOUGH it has been found convenient to discuss the National Civil Service and the Municipal Services in the same short article, it will be evident to the reader that the two classes of employment dealt with have very little in common, either in methods of recruitment of their personnel, or, in the higher branches of the two services at any rate, in the types of duties assigned to the officials appointed.

To the ordinary man the words "Civil Service" conjure up ideas of a few favoured, well-paid, well-dressed, and not over-worked gentlemen, doing vague but gentlemanly jobs in Whitehall. It may be as well, therefore, to give a few preliminary facts and figures. The National Civil Service deals with appointments to about sixty government departments employing 300,000 civil servants. (These numbers include the post office.) In the year 1927, the Civil Service Commissioners filled 16,540 posts of all possible kinds. The candidates appointed included postmen, typists, clerks, draughtsmen, &c., as well as men and women for the higher administrative services. When it is realized that the majority of these appointments were made on the results of competitive examinations, it will be seen at once that the Civil Service is the direct concern of the educationist. Harassed parents and school teachers anxious to find suitable careers for the young people of to-day would do well to examine the very varied possibilities for congenial employment in the service of the government. A civil servant is in a favoured position compared with men in most other types of employment. His commencing salary, although never sensationally big, is enough to keep him in reasonable comfort, and, as a rule, it increases automatically up to a certain point, with good prospects of promotion beyond. He enjoys almost absolute security of tenure and receives a comparatively substantial pension (plus a gratuity) on retirement. His hours of employment are usually regular, the holidays are good, and generous provision is made for the man who has the misfortune to fall sick.

It would be out of place to give an account of the evolution of the Civil Service in this country, but it may be of interest to mention in a few words the main features in the development of what is, after all, a unique institution. Prior to 1855 government posts were filled entirely under a system of patronage which gave way before public opinion in that year, when the Civil Service Commission was set up. It was not, however, until 1870 that an Order in Council made it obligatory for junior appointments in the Civil Service to be awarded on the result of a competitive test. A more far-reaching reform was accomplished by the Playfair Commission, whose recommendations resulted in 1876 in the setting up of a Civil Service recruitment scheme which did duty with only minor changes for a period of fifty years. The scheme graded civil servants into four groups: A. *Administrative Officers* appointed to fill high office in various departments in which they would be called upon to frame policy. B. *The Higher Division.* Important appointments requiring men of first-rate administrative ability. C. *The Lower Division.* Appointment of men for routine duties. D. *Boy Clerks.* The scheme further provided for the recruitment of groups B, C and D by competitive examinations. Two years before the War a Royal Commission was set up for the purpose of further inquiry into the Civil Service, but as its findings were published in April, 1914, and as a further revision in the Service has been brought about as the result of the work of a Treasury Committee set up in 1918, it is sufficient to mention one only of the many findings of the commission. This was a most emphatic endorsement of the method of recruitment by means of open competitive examinations which had built up a public service second to none in the world either for the efficiency or the trustworthiness of its officers.

The War brought about many changes in the Service, and a reorganization committee was set up in 1918. All those who are interested in these after-war revisions in the Civil Service are advised to consult the findings of this committee which are contained in a document presented early in 1920, and known as the Report of the Civil Service

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National Whitley Council Reorganization Committee. It will be sufficient to state here, that at the present time no other avenues of employment are more clearly defined than those in British government service. Precise conditions are now laid down governing entry into all departments and into all grades of the Service. Among the higher appointments are those known as the "Junior Grade of Administrative Class," filled by competitions held at irregular but not infrequent intervals, and for these, competition is very keen indeed. The entrance fee is £8, and the subjects for examination are as follows: English, present-day questions, everyday science, translation from a language, and a viva voce examination, together with optional subjects which may be selected from a large number.

Among other direct government appointments are those to the Board of Inland Revenue (inspectors of taxes), Ministry of Health (junior assistant auditors), Meteorological Office, the Post Office (engineers, inspectors and assistant traffic superintendents), the Patent Office (assistant examiners), Geological Survey, Board of Trade (inspectors of mines) and Home Office (factory and workshop inspectors). The Civil Service Commission is also in charge of the competitions for appointments to the Indian Government Services, including administrative posts, the Indian forest service, police force (higher grades), engineers (public works department), Indian State railways (engineers and traffic superintendents), &c., and the commission arranges competitions for foreign and colonial appointments which include foreign office clerkships and Diplomatic Service, the Consular Service, and Eastern Cadetships. Appointments suitable for men of first-class university education are also made to posts in territories administered by the Colonial Office. Candidates for these posts must apply in the first instance to the Private Secretary (Appointments), Colonial Office, the final selection resting with the Secretary of State for the Colonies.

The examination syllabuses of the many competitions will amply repay perusal. It will be observed that even in the lower grades of the service a good general education, and a reasonable standard of culture are required, and while for certain technical posts, efficiency in specially appropriate subjects is rightly insisted upon, for vacancies in the higher administrative branches, men of first-rate general education are demanded. These "first-class" civil servants are appointed for the express purpose of being trained in *administration*, rather than in technical skill, and it is quite a common thing for a man to be transferred from one government department to a totally different one, the theory being that a skilled administrator can always "administrate" and, indeed, may be all the better officer if he has no preconceived notions as to the technique practised by the executive staff of his department. This may seem rather startling at first, but it can be argued that the principle involved is a very sound one. If a highly qualified technician be appointed as administrative head of an appropriate department, for how long will he be able both to conduct his administrative work soundly, and at the same time keep himself abreast of the times in his own subject? Then again, a single department may have work for many kinds of technical experts, and if the general direction of the affairs of the department is to be in one person's hands, it would be obviously impossible to expect one man to have all the subjects of the experts at his finger ends. While it may be possible to get a good administrator from the technical class it does not at all follow, and such an appointment might easily lead to trouble and disaster. In a disconcertingly short time the technician-administrator would find himself out of date and inferior in knowledge to his assistants, who would be in daily touch with the problems of his subject. Yet, as an old practitioner, he would often be tempted to lay down the law. This would almost certainly lead to arbitrary and restrictive decisions tending to discourage originality, and thus obstruct progress. Again, the administrative head of any government department, however specialized may be the detailed work of his staff, must be called upon frequently to make decisions on matters of general policy which depend very little, if at all, upon technical knowledge. For good or for ill, the commissioners have held firmly to the practice of putting administrative ability above everything else in making the highest appointments, and most people will probably agree that the results justify this policy.

Even if one examines the syllabus for the examinations governing the appointment of such officers as Inspectors of Taxes, one finds that it is possible to choose subjects which seem to have no relation to the actual work which the successful candidate will be called upon to do. He may earn the bulk of his marks in languages, together with, say, history and English, and could certainly avoid such subjects as accountancy, statistics, economics, and banking finance. He is, however, subjected to a viva voce test, and he must show a cultured man's knowledge of every-day affairs. It is significant that the highest marks for any subject are those assigned to the viva voce test, being 300 out of a total of 1,300. No other subject receives more than 200 marks. When the candidate is appointed, he will undergo careful training at the hands of experienced senior men, the ultimate aim being to turn out a man capable of utilizing the services of a skilled clerical staff and using the material so obtained to solve his own problems on his own responsibility. He may be required to ascertain the tax liabilities of large firms who employ their own accountants and legal officers, and thus he will be likely to find himself arguing the case for the Crown with experts on the other side. In the words of the memorandum on the Tax Inspecting Staff of the Inland Revenue Department: "The inspector is consequently invested with considerable responsibilities making demands on self-reliance, initiative and judgment, and bringing him into contact with every form of financial and commercial activity in the country."

In an article of this length it is obviously impossible to give even a summary of the regulations governing the entry into the sixty branches of the service. These regulations are set forth in great detail and perfectly clearly in the various memoranda published by the commissioners, and very readily obtainable by any one interested. Details as to these and other useful publications will be found in a note at the end of this article. But a word of warning as to the standard of attainment expected may not be out of place here, particularly as comparatively high entrance fees are demanded from examinees. It is astonishing to meet many young people who do not seem to understand what is implied by a keen competitive examination. It is not enough to run one's finger down the long list of perhaps thirty to forty subjects and jauntily pick out the four or five which give the requisite total marks, and which the candidate feels that he is well up in. In many cases it is unsafe even to judge one's chances by the apparent lowness of the standard of the questions, especially in a "General" paper. The candidate must remember that he is up against the pick of the universities, and must make corresponding preparation for the fray. As a very rough guide it would be quite fair to say, that in the higher competitions a very good honours degree standard is necessary all the way through, and it is not only a question of doing well enough to earn a good degree, but the man must do better than most of his rivals! It is, therefore, hardly surprising to find that the Universities of Oxford and Cambridge with their long-established tradition of intensive preparation for the higher Civil Service examinations, still run off with most of the prizes. Signs are not wanting to indicate that other universities and institutions of university rank are turning their attention to these competitions. It will thus be seen, that

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a man who aspires to the highest branches of the service should have a university training to honours standard, or the equivalent of such training. It is quite a recognized procedure for a man to supplement his university course with an intensive campaign under an expert "coach." As so many of the best university men of to-day are scholarship holders, it would be difficult to give definite figures as to the actual cost of preparation for these examinations, but it would be safe to put it down as at least equal to the cost of a four years' university course, which will vary according to the university attended.

Competition is not only keen for these higher posts, but all classes attract good candidates, and first-rate training is necessary to secure entry to the professional, technical and clerical appointments. As a general rule age-limits are prescribed for most Civil Service posts, and these should be carefully ascertained well in advance by intending applicants. It is also exceedingly important that the most careful regard be given to the question of physical fitness. It would be a disaster of the first magnitude for a candidate to undergo the long, arduous, and expensive training for his examination, and then, after it is all over, and he is feeling that he has done credit to his tutors, for him to be informed that he is disqualified on medical grounds from taking up an appointment. In order to minimize this very grave risk, the commissioners have issued a free "Memorandum on Medical Examinations for Appointments in the Civil Service." This document urges that a candidate should subject himself to a private examination at the hands of his own medical adviser who will find set forth in the memorandum the fullest possible statement as to the points which may lead to the rejection of the candidate.

So far nothing has been said as to the position of women with regard to the Civil Service. With certain exceptions, such as the Indian Civil Service, Eastern Cadetships and other branches from which the exclusion of women is fairly obvious, practically all the higher competitions are open to both sexes, while for some junior clerical grades women only are examined. As a rule salaries are lower for women than for men and rise by smaller increments.

As was suggested at the beginning of this article, the Local Government Services differ in many important particulars from the National Civil Service. Practically all the higher appointments are for professional and technical experts rather than for administrators. The employing authorities may be grouped as follows: County Councils, County Borough Councils (i.e. towns with more than 50,000 inhabitants), Town Councils, Education Authorities, Boards of Guardians, and Rural District Councils. It is quite impossible to formulate a simple guide to the recruitment for these services but a few general facts can be given which may help the intending candidate for municipal employment. The young man who selects county council, county borough, or town council work, will first have to decide whether he will enter for legal work, for accountancy, or for engineering. He should have matriculated, or should possess an equivalent certificate. As a rule, if he looks for real advancement in the future, he must be articled to the town clerk and qualify as a solicitor for the legal side, be articled to the county or borough treasurer for accountancy, and to the engineer for the engineering branch. Fees charged for articles vary considerably and may be anything up to £300.

When fully qualified in any of the three branches mentioned, there are possibilities of obtaining really good appointments in due course, although it should be borne in mind that there is no automatic advancement to the highest posts. Town clerks may be paid as much as £2,500 a year, and quite small towns offer salaries of £1,000 and more for this office. The borough accountant and borough engineer may each get from £1,000 to £1,500 per annum.

If the candidate cannot afford to be articled and enters as an ordinary clerk he may never reach more than £300 a year or so. In exceptional cases, a talented youth, especially if he lives comparatively near London, may read for the Bar. No articles are necessary, but he must eat his twelve dinners per term for three years, sit for two examinations, and if successful, can be called to the Bar. He need have no intention of practising, but his legal qualification would give him a definite status, and, lifting him above the rank and file, would immediately qualify him for a much more responsible post. The cost of all this is quite within the means of the careful man. He will be charged one hundred guineas when he passes his final examination and each of his dinners will cost him 2s 6d.

Most of the larger authorities have three grades of clerks with appropriate scales of salaries, and there is plenty of competition for vacancies as they arise. The London County Council recruits its administrative and clerical staff by means of open competitive examinations on civil service lines. Candidates may choose from sixteen subjects, and a good degree standard is expected. Graduates are not exempted from these examinations.

The chief officer of the education committee is the director, and for this office no definite training can be indicated. It should be noted, however, that in the more recent appointments to these important posts, men with some teaching experience and with university qualifications, have been looked for. It may be regarded as a hopeful sign for the future that many directors of education, especially those with large and important areas to administer, are appointing young, well-qualified university men with the definite object of training them in administrative work. Such men may with advantage have had a few years' preliminary experience in schools and as inspectors under the local authority. These men are in a strong position when applying for posts as assistant directors, and may reasonably expect to become chief directors in good time. That there is a need for special training in educational administration is now being recognized, and at least one university provides a course for this purpose with a diploma examination at the conclusion. The work of the ordinary clerical staff of an education office is necessarily of a routine character and is not too well paid.

From the point of view of the employee boards of guardians and rural district councils are perhaps the least organized of the local services and emoluments are generally lower than in other public offices. The clerk to the guardians is usually a solicitor, and may practise privately, besides holding a number of smaller public offices such as clerk to the district council. Even so, it is unlikely that there are more than two or three clerks to guardians drawing more than £1,000 a year of public money. Recently a Poor Law Examination Board has established an education test for entry into poor law offices, and candidates for appointments must satisfy the Ministry of Health that they possess the certificate of the board. Among other poor law officials are workhouse masters and matrons, relieving officers, and the like. It is as well to point out that poor law administration may be revised very drastically in the near future, and the most careful inquiries should be made before embarking on a career in a board of guardians office.

In conclusion, it should be said that the case for the establishment of a municipal Civil Service on the lines of the National Civil Service is a very strong one, and is being urged by wise and influential men of long experience in matters relating to local government. It may be that before long these problems will be dealt with adequately, and the present rather haphazard methods of appointment will be replaced by a standardized and comparatively simple national scheme incorporating appropriate and adequate tests, and systematic scales of

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Note: Detailed information as to conditions of entry, salaries, pensions, &c., cannot be given in an article of this length, and school teachers and other readers interested in the services discussed, are strongly advised to consult the following:

1. *Civil Service Examinations.* H.M. Stationery Office. Price 1s. 6d.

2. *Report of His Majesty's Civil Service Commissioners.* H.M. Stationery Office. Price 2s.

3. *Careers in the Civil Service.* Barling and Martin-Gregg Publishing Co. Price 2s. 6d.

4. *A City Council from Within.* E. D. Simon. Longman. Price 7s. 6d.

(Mr. Simon is an ex-Lord Mayor of Manchester with a long municipal experience. His book is a most thoughtful discussion of modern problems of local government, and besides giving much information on the workings of city administration on a large scale, treats the whole subject critically and deals at some length with the need for a Municipal Civil Service.)

Personal Paragraphs

THE death of Prof. G. Arnold Wood has robbed Sydney University of one of its ornaments. Educated at Victoria University, and afterwards at Balliol, he was appointed the first Challis Professor of History in 1891. He was associated with Walter Scott, Professor of Classics at that time, in work and friendship. For thirty-seven years he inspired a long succession of undergraduates with something of his own enthusiasm, and his work left a deep impression upon the University and the schools of New South Wales. The strenuous duties of lecturing and examining did not keep him entirely from original investigation into the history of young Australia, and as the results of this he has left behind two important works, "The Discovery of Australia" and "The Voyage of the *Endeavour*." Having caught something of the spirit of Arnold Toynbee, he interested himself in outside movements, such as the Workers' Educational Association. He held his views very strongly, and expressed them fearlessly. He had no faith in the Boer War, and he incurred heavy unpopularity in the University and in Sydney by advocating peace amidst the clamour for war. In the Great War, however, he strenuously supported the cause of the Allies. He had a strong and winning personality, his university lectures and popular lectures delivered to outside audiences were deeply appreciated. The last weeks of his life were gladdened by the return from Balliol of his son, who obtained a first-class in history, and temporarily took his father's place as a lecturer. At his funeral his eulogium was spoken by Sir Edgeworth David, Professor Emeritus of Geology, and a mourning University followed him to the crematorium.

* * *

BY the death of Mr. David James, who was better known by his bardic title of Defynog, the Welsh language loses one of its most devoted propagandists in and out of the school. After some service as headmaster of small rural schools in Pembrokeshire, he removed to the Rhondda Valley, where he exercised considerable influence on educational development both in the training of teachers and as headmaster of a large elementary school. He was a member of the Moseley Commission which visited American educational institutions in 1908. But it is for his great service to the Welsh language that he will best be remembered. He founded the Welsh Summer School of the Welsh Language Society, of which he was Secretary for twenty-five years, in 1903 and was the author of a number of books, some of which had wide circulation in the schools. Since his retirement he had edited the Welsh column of the *South Wales News*.

* * *

DR. WOOSNAM, headmaster of the Brecon Secondary School, has just been appointed headmaster of the Howard Gardens Municipal Secondary School, Cardiff, one of the largest secondary schools in Wales. Dr. Woosnam's career has been one of unusual variety. Commencing his teaching as an uncertificated teacher in Cardiff, he gained some of the most coveted exhibitions at University College, Bangor, and was elected Fellow of the University of Wales. He became successively exhibitioner and examiner in modern languages at Cambridge, where he took the degree of Ph.D. He served in some of the best secondary schools in Germany and assisted Dr. Brandl in the University of Berlin. After some War service with the colours he was appointed a specialist in German and Scandinavian languages in the Censorship Branch of the War Office, and later became additional secretary to the British Minister at Copenhagen, often acting as King's Messenger between Scandinavia and London.

* * *

A MEMORIAL to the late Miss C. E. Reilly, headmistress of the French School, Bray, Co. Wicklow, was unveiled a few weeks ago in Christ Church, Bray. All her working life was spent at the French School, and under her guidance it became conspicuous among Irish girls' schools for the soundness of its training and its high moral and social tone. The influence of her disciplined life and strong Christian character was widely felt, and she was held in affectionate regard by all her pupils.

* * *

THE President elect of the Incorporated Association of Headmasters is Mr. W. Edwards, headmaster of Bradford Grammar School. Mr. Edwards is an old boy of King Edward's School, Birmingham, and graduated from Pembroke College, Cambridge, with first-class classical tripos part II. After eleven years' experience as an assistant master at King William's College, Isle of Man, and Bradford Grammar School, he was appointed headmaster of Heath Grammar School. He became head of Bradford in 1916. He has for many years been a member of the Council of the Headmasters' Association.

* * *

Mr. T. O. BALK, headmaster of Andover Grammar School for the last three years, has been appointed headmaster of the new County Secondary School for boys at Basford by the Nottinghamshire Education Committee. The appointment will date from April next. Mr. Balk is a former pupil of Oxford High School, and a student of Wadham College, Oxford, where he obtained a second-class in history. He is also a certificated teacher and was awarded the M.C. for War services. He has had experience as an assistant master at King Charles I School, Kidderminster and at the Bradford Grammar School.

* * *

Mr. E. T. ENGLAND, headmaster of Owen's School, Islington, is to succeed Mr. R. Cary Gilson, who retires from the headmastership of King Edward's School, Birmingham, after twenty-eight years of office. Mr. England's experience includes seven years as an assistant at Marlborough and twenty years in all as headmaster at King Edward VI School, Bury St. Edmunds, Exeter School, and Owen's School, Islington. He succeeded Mr. R. F. Cholmeley at Owen's in 1927.

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Dr. M. GOMPERTZ is resigning from the headship of Leyton County High School for boys at the end of the present term. Trained at Borough Road College and a graduate of London University, Dr. Gompertz has rendered service to education in many capacities. He has been a primary school teacher for five years, and an assistant master at South Shields Municipal Science School for another five. He has also been headmaster of Harris Institute P.T. Centre. He took up service at Leyton in 1900 and he has been headmaster of the school since 1907.

* * *

Mr. H. M. WALTON, who has succeeded Sir Benjamin Gott as Secretary of the Middlesex Education Committee, has been assistant secretary to the Committee since 1913. He graduated M.A. at the University of Durham, and gave ten years' service as a teacher before taking up administrative work. He has the confidence of the teachers in the area as well as of the Education Committee, and his appointment will lead to that continuity of smoothness of working in the policy so successfully followed by Sir Benjamin with the approval of the committee. His appointment is welcomed by all with whom he has to work.

* * *

Mr. A. THOMAS, who has been connected for many years with the Institut Français, London, as a member of the Council and hon. architect, has been honoured by the French Government with the award of the Cross of the Legion of Honour, conferring the title of Chevalier. Mr. Thomas has been associated with Sir Edwin Lutyens, R.A., in various works since 1902, including the Cenotaph, the British Cemetery at Etaples, the British School of Art in Rome, and in the execution of the Queen's Doll's House.

* * *

Mr. F. G. G. A. MARRAINE has been appointed to the post of Lecturer and Demonstrator to Faraday House Electrical Engineering College.

ONLOOKER.

Prize Competitions

The winner of the December Competition is "Copt," *proxime accessit* "St. Bride."

The winner in the November Competition was Mr. John Russell, 31a High Street, Hampstead, N.W. 3. Mr. Russell having been a winner during the last twelvemonth, the prize passes to "Mesquin," who is asked to send name and address.

We classify the twenty-three versions received as follows:

Class I.—Copt, St. Bride, Remembrance, Trina, Als Ob, Ardconaig, Dane, Yendu, V. B., Primavera, Bramble, M. M. A., Borderer, Cincuenta siete, Cairnmount, Chardonne.

Class II.—Esse quam videri, Bodley, L. E. C. M., Hippalector, L. G., Pebble, A. S. R.

Passage from "La Venta de les Gatos" by Gustavo Adolfo Becquer. (Prosistas Modernos. Junta Para Ampliación de Estudios, Madrid.)

No queriendo llamar la atención ni que mi presencia se hiciese objeto de burlas más o menos embozadas, me senté a un lado de la puerta del ventorillo, pedí algo de beber, que no bebí, y quando todos se olvidaron de mi extraña aparición, saqué un papel de la cartera de dibujo, que llevaba conmigo, afilé un lápiz y comencé a buscar con la vista un tipo característico para copiarlo y conservarlo como un recuerdo de aquella escena y de aquel día.

Desde luego mis ojos se fijaron en una de las muchachas que formaban alegre corro alrededor del columpio. Era alta, delgada, levemente morena, con unos ojos adormidos, grandes y negros, y un pelo más negro que los ojos. Mientras yo hacía el dibujo, un grupo de hombres, entre los cuales había uno que rasgueaba la guitarra con mucho aire, entonaban a coro cantares alusivos a las prendas personales, los secretillos de amor, las inclinaciones o las historias de celos y desdenes de las muchachas que se entretenían alrededor del columpio, cantares a los que a su vez respondían éstas con otros no menos graciosos, picantes y ligeros.

La muchacha, morena, esbelta y decidora que había escogido por modelo, llevaba la voz entre las mujeres, y componía las coplas y las decía, acompañada del ruido de las palmas y las risas de sus compañeras, mientras el tocador parecía ser el jefe

(*Continued on page* 20)

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de los mozos y él que entre todos ellos despuntaba por su gracia y su desenfadado ingenio.

Por mi parte no necesité mucho tiempo para conocer que entre ambos existía algún sentimiento de affección que se revelaba en sus cantares, llenos de alusiones transparentes y frases enamoradas

TRANSLATED BY "COPT"

As I wished to avoid notice and to prevent my presence becoming a mark for raillery more or less veiled, I sat down beside the door of the small tavern, ordered something to drink—but did not drink it—and, when everybody had ceased to think of my strange appearance, I took out a sheet of paper from my drawing portfolio, for I had it with me, and proceeded to look around for a typical figure to sketch and to keep as a souvenir of that scene and that day.

Very soon one of the merry cluster of girls around the swing arrested my gaze. She was tall, slender, something of a brunette, with dreamy eyes large and black, and her hair blacker than her eyes.

While I was making my sketch, a group of men, and among them one who played excellently on the guitar, chanted in chorus verses hinting at the personal charms, the love secrets, the open affections or incidents of the jealousies and antipathies of the girls amusing themselves around the swing, verses to which the girls replied in turn with others no less pretty, provoking, and playful. The girl, brown of skin, lithe of figure, and quick of wit, whom I had selected for my model, led the women's responses, improvising the verses and delivering them to the noisy accompaniment of her companions' clapping of hands and peals of laughter; and the guitarrist seemed to be the leader of the young men amidst whom he was conspicuous by his personal attractions and his debonair talents.

I, from my point of view, did not need long to see that between this pair there was a bond of tender feeling, manifested in their verses full of unmistakable allusions and words of wooing.

This very straightforward passage contained only three points which presented any real difficulty; we will take them in order. First, *rasgueaba la guitarra; rasguear* an instrument means to run up and down the instrument in arpeggios or chords. We have accepted any rendering in the nature of flourishes, graceful playing, improvising, and the like, because it is difficult to get the real meaning into English, as it implies the incidental chords and arpeggios improvised by a Spanish accompanist to fill in the gaps which occur while the singer is preparing in his head the next verse he intends to improvise.

Second, *decidora;* we accepted *witty, fluent, with a gift for repartee*, and so on, because this is also purely Spanish. It means that the speaker is a ready versifier or improviser. This country has nothing exactly like the Spanish *tertulia*—a circle that meets for conversation and song; also where there are young members, for dancing. The singers compose their own *coplas*, which are replied to by other singers, who improvise *coplas* in reply. Nobody knows what the next verse will be, and the accompanist scrapes along on his guitar, filling up the gaps and keeping pace with each singer. The whole entertainment is practically spontaneous, therefore the player must be able to *rasguear la guitarra*, and the singers must be *decidor* or *decidora*.

Third, the whole *tertulia*, whether *decidor* or not, takes active part in the entertainment by beating time to the singing, or dancing, by clapping of hands, hence the leading singer of the girls was said to be *acompañada del ruido de las palmas*. Some translators thought it meant applause, but this would not have accompanied the songs. It may be of interest to recall that *tertulia* is derived from the name of the Roman Emperor Tertullian, who is said to have set the fashion for this kind of entertainment.

We regret that *compañeras* was given in the masculine form in error, but we have not counted the point against anybody who took it so literally.

A few of our readers found a further difficulty—*de mi extraña aparición*—and put *my unaccustomed* or *unusual* or *unexpected presence there;* but the previous reference to the writer's nervous dread lest jokes should be made at his

(*Continued on page 22*)

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NOTICE is hereby given that an EXTRAORDINARY GENERAL MEETING of the Association will be held at 10 BRUNSWICK SQUARE, W.C. 1, on Friday, January 18, 1929, at 5 p.m., when the following resolutions will be proposed:

(1) "That the Guild be wound up voluntarily and that be appointed Liquidator for the purpose of such winding up."
(2) "That the Liquidator be and he is hereby authorized to deal with the property of the Association in accordance with the directions of the Members."

Should the resolutions be passed by the required majority, they will be submitted for confirmation as special resolutions at a SECOND EXTRAORDINARY GENERAL MEETING to be held on Friday February 8, 1929, at 5 p.m.

Under the terms of Clause 8 of the Memorandum of Association of the Guild it is provided that any property remaining after satisfaction of all its debts and liabilities shall be given or transferred to some other institution or institutions having objects similar or cognate to the objects of the Guild, to be determined by the Members at or before the time of dissolution. At the presentation of the above proposed Resolutions, therefore, the Members present will be asked to consider and give directions as to the transfer of any such property.

L. PREECE, Hon. Secretary.

NOTICE is further given that the FORTY-FIFTH ANNUAL GENERAL MEETING of the Guild will be held at 10 Brunswick Square, W.C. 1 on Friday, January 18, 1929 (immediately after the conclusion of the Extraordinary General Meeting summoned for 5 p.m.), for the transaction of the following business:

1. The Adoption of Annual Report and Balance Sheet for 1927-8. (To be circulated later.)
2. The Election of President.
3. The Election of Honorary Treasurer.
4. The Election of General Members of Council.
5. The consideration of the following Recommendation by Council: "That Article IV, sec. 12 of the Articles of Association, with regard to the consecutive period of membership of the Council (four years) be rescinded, in order to effect the possible re-election of retiring members.
6. The appointment of Auditor.

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expense showed that the statement was meant literally: his *strange* or *foreign appearance*.

Another unexpected difficulty was *levemente morena;* this, when referring to southerners, would hardly be *tanned*, as some thought; nor would it be *swarthy*. We specially commend "Yendu's" *pale brunette*.

"Remembrance," always a purist, cavils at *black eyes and hair blacker still*. In English it is more accurate to say dark eyes, which allows for the hair being darker, but in Spanish even dark brown eyes are *ojos negros*. This scholarly competitor also points out the various possible meanings of *de los Gatos*, which, in the absence of the context, he gives as *The Thieves' Tavern*. The context does not explain, but we think the name meant quite literally *The Tavern of the Cats*.

The Spanish versions always attain a high standard, and we wish more readers took an interest in this beautiful language, with its ever-growing importance in the commercial and literary world. One or two competitors still require a dictionary, which would save them from such mistakes as *cradle* for *columpio*, *pledges* and *things pawned* for *prendas personales*. If, indeed, these readers opened their dictionary at all, they should beware of taking the first meaning given.

We regret that the Christmas rush prevents us from making a more detailed criticism. We thank "383" for his letter and wish he had not said *not for publication*, on the truly beautiful rendering of Christian Morgenstern's poem that he wrote after digesting the interesting note sent by "Fidelis" last month. We also thank "A. S. R." for his letter, and are very glad he has plucked up courage to enter. His work is not so bad, but probably too hurried.

A Prize of Two Guineas is offered for the best translation into English of the following passage from "Moïse," by Edmond Fleg (Librairie Gallimard.)

Grande est la paix, ont dit nos Anciens, car, entre les anges de neige et les anges de feu, l'Eternel, au ciel, met la paix, combien plus les hommes, ici-bas, en ont besoin.

Grande est la paix, ont dit nos Docteurs, car, pour qu'elle subsiste, l'Eternel permet que le Nom divin lui-même soit effacé.

Grande est la paix, ont dit nos Sages, car la guerre elle-même débute par la paix.

C'est pourquoi le prophète enseignait: "Quand vous sortirez pour combattre, vous direz au peuple :—Si quelqu'un a bati une maison et n'en a point encore pris possession, qu'il parte et s'en retourne à sa maison, car il pourrait mourir dans la bataille, et un autre en prendrait possession. Si quelqu'un a planté une vigne et n'en a pas encore eu jouissance, qu'il parte et s'en retourne à sa vigne; car il pourrait mourir dans la bataille, et un autre en aurait jouissance. Si quelqu'un a promis mariage à une femme et ne l'a point encore épousée, qu'il parte et s'en retourne à sa femme, car il pourrait mourir dans la bataille, et un autre l'épouserait. Et si quelqu'un a peur dans son coeur, qu'il parte et s'en retourne à sa peur, de peur que le coeur des autres ne défaille comme le sien. Ainsi la paix sera parmi vous. Puis avant d'ouvrir la bataille, vous direz à l'ennemi :—Que la paix soit faite entre toi et moi; —et, s'il la refuse, alors seulement vous prendrez les armes."

Or, Bouki, fils de Jogli, demandait: "Moïse, notre maître, tu as enseigné :—Grande est la paix.—Pourquoi donc faut-il que la guerre soit faite?" Et Moïse répondait: "Pour faire une paix plus grande."

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The Editors hereby offer three prizes—a first, a second, and a third, in books to be chosen by the successful competitors to the value of £1 1s., 12s. 6d., and 7s. 6d., catalogue price respectively—for the best essays written in English by boys or girls attending any secondary school in Great Britain or Ireland. Not more than three essays should be sent in from any one school, the selection at this stage being made by the form-masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of the school as being the *bona fide* original and unaided work of the candidates.

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Essays for this competition are due on March 11. On the outside cover of the essay should be written:

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SHERMAN MEMORIAL FUND.—The League of Nations Union has issued an appeal for donations to a Sherman Memorial Fund which is to be administered by a committee for the benefit of the late Mr. Sherman's widowed mother, who was dependent upon him. It is hoped to collect £1,200 for the purpose. Mr. Sherman was director of the Education Department of the League for nine years, and his death on August 1 last through a boating accident at Oxford was a tragic loss. Donations should be forwarded to the Hon. Sec., Sherman Memorial Fund, 15 Grosvenor Crescent, S.W. 1.

* * *

EXAMINATIONS.—On Saturday, January 5, at 5.30 p.m., at the Central Hall, Westminster, Sir Michael Sadler, President of the English Section of the New Education Fellowship, will address a public meeting on "Examinations." This subject has a special importance at the present time, and the meeting is significant in view of the Examinations Enquiry which is being organized by the New Education Fellowship in preparation for the International Conference in Denmark next summer. Mrs. S. Platt, Visiting Lecturer to Training Colleges, is the English national representatives for the Examinations Enquiry, and she will lay before the Denmark Conference the results of her investigation. All further details of the public meeting on January 5th, and of the Examinations Enquiry, may be obtained from the headquarters of the New Education Fellowship, 11 Tavistock Square, London, W.C. 1.

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Education in 1928

The opening of a new year is by common consent the period of annual stock-taking, both in the individual and in the national sense. The present occasion may be regarded as of special interest, because it is just ten years since the clash of arms was silenced, and schemes of social reconstruction began to be taken in hand. And indeed, so far as education is concerned, the year which has just ended is better envisaged as the last of a series of years than as the mere passage of another twelve months. The year 1928 will not stand out in our educational history because of any decisive event that has taken place, whether in Parliament or elsewhere. It has rather been a time of comparatively quiet thought and discussion, a time of looking backwards and forwards, with a view to making as sure as possible that the next step in the development of national education shall be a wise one. It has also been a time of persistent, and sometimes severe, self-criticism. Our national faults may be many and serious, but it can scarcely be said that self-satisfaction is one of them.

Let us begin with the universities, for upon them ultimately depends, to a very considerable extent, the intellectual health of the rest of the educational system.

It is not consistent with our purpose to single out particular institutions for comment, and so we pass by the important constitutional changes that are taking place in the University of London—changes that have been duly noted in our columns during the year. More germane to our purpose is the kind of opportunities which the universities in general are affording to the youth of the country. One of the most important of recent criticisms relates to pass and honours degrees, and the allied question of specialization in study. It is said on high authority that the neglect of the "pass" student is becoming something of a scandal, and that

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the over-production of low-class honours students is in every sense a disadvantage. So far as the teaching profession is concerned, there is no doubt whatever that a person who neglects the humanities after leaving school, who ends a university career with a third class in (say) chemistry, and who then takes a year of training, is not well fitted for secondary-school teaching, and is far less suitable for primary-school teaching than is the product of the two-year training college. This problem of the pass degree, or, as we should prefer to say, the general degree, we take to be one of urgent importance. Are the universities—we refer, of course, especially to the younger universities—fully aware how much harm they may be doing by their neglect of that problem? The new type of school that is coming into existence needs better provision made for it than an army of third-class honours graduates.

We regard hopefully the coming changes summarized in the report of the Board's Committee on Universities and Training Colleges. It was, no doubt, high time that a Department of State should cease to be responsible for the examination and certification of teachers of whatever grade. When Kay-Shuttleworth invented the teacher's "certificate examination" eighty years ago, there was no other way. That examination had become an anachronism, and the only fault we have to find with current changes is that they were thrust upon the universities and training colleges in too great a hurry. It is to be hoped that the universities thoroughly realize that for the first time they are now in a position to influence the education of the whole nation, and that the training colleges on their part realize the importance of resisting any tendency towards a too academic bias in the training of teachers of young children.

By a natural transition, we are thus brought to the problem of curricula and examination in secondary schools. The future historian of education, turning over the files of any educational journal for the year 1928, will be struck by the frequent and forcible utterances of prominent educators on these topics. The examinations, and therefore in effect the curricula, of secondary schools, are controlled by bodies in which the universities have a preponderating influence; and yet only a small percentage of secondary-school pupils ever proceed to a university. The danger of a too-strong academic bias in school education is obvious. That danger exists both in boys' and in girls' schools, though it is possibly at its greatest in the latter. At any rate, it is the headmistresses and assistant mistresses who are most emphatic upon the need of ampler recognition of those aesthetic and practical activities by which the universities traditionally set small store, and in so doing ignore an important aspect of individual and national life. The manifesto of the Association of Headmistresses issued last March is clear on that point.

The indisposition of examining bodies to admit the claims of aesthetic and practical subjects is partly due to the difficulty of adjusting these subjects to the existing machinery of examination. And we fear it must be admitted, that examination has become a species of machinery—a result which is inevitable when tens of thousands of pupils have to be dealt with by a few examining bodies. So we have the whole vast system of secondary school examination very warmly debated, from every conceivable point of view, and never more so than in the year 1928, for have we not been reminded that the number of candidates for a first School Certificate is already 60,000, and will before long reach 100,000? As we remarked in our notice of the Board's recent Memorandum on Examinations, the first school examination seems to dominate the whole situation, including the programme of the secondary school, the nature of the test for free places, and in its turn the work of the elementary school. No wonder there is a constant clamour for reform. But at present the secondary school is held fast in the grip of the external examiner.

So strong is the feeling in many quarters about the total influence of the first school examination as a qualifying test for all pupils alike, that the proposal to invent a kindred test for the new type of school called "modern" in the Hadow Report, and for parallel arrangements for children over 11 years of age, has met with widespread suspicion and dislike. It is essential that the new type of school, like the central school, should be the subject of free experiment by teachers and administrators, and the best friends of external examinations can scarcely claim that their general influence is other than strictly conservative. To invent a new examination for the new schools would be to bind them in fetters from the start. The year 1928 has witnessed the early attempts to reorganize the elementary schools as junior and senior schools, in accordance with the findings of the report on the education of the adolescent. We are at the beginning of what will be seen, a few years hence, to have amounted to a slow revolution. The important thing in our judgment is that the revolution should be slow, and that every step taken in every area should be thoroughly well considered in all its bearings. A school system which represents the slow growth of sixty or seventy years had better not be drastically changed in a few months.

We can do no more than mention the efforts made in the course of the year 1928 to fix attention upon the provision of books in elementary schools, so that the "bookless school" shall be no more. Nor have we space to enlarge upon the new attempt to improve the relations between education and industry. We have gladly called attention in the course of the year to the progress of adult education, and to its need of more voluntary help. We view with satisfaction the declaration of the Association of Headmistresses in favour of the compulsory inspection of private schools, in order that the inefficient and the insanitary may be eliminated. And lastly we venture to express the hope that the nursery school, which has been proved to be as beneficial for the mothers as for the children of the poorest classes, but which has made little progress since it was given a place in the Act of ten years ago, may soon be an established part of the national provision for the children of this country.

Such, we believe, are the problems, many and varied, which have chiefly been in the minds of educators during the year under review. There is no sufficient reason either for elation or for depression. We can only express the hope that when the time comes for summing up the educational progress of the year 1929, the mood of exultation may be better justified.

The Cambridge University Press announces for immediate publication the Rev. E. K. Ellis's poem entitled, "God and the Mind of Man," which has been awarded the Seatonian Prize for 1928 at Cambridge University.

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Occasional Notes

IT has been remarked, that when a man reaches the age when he may retire from routine work, he presents us with what may be regarded as one of life's greatest tragedies. There he is, full of experience and the wisdom which comes of it; but he has quitted the hurly-burly because he is weary, and he becomes inaccessible just when he can help us most. He is wearily content to let younger men make the same mistakes or achieve the same triumphs which life seems to provide so blindly. No one can say that, however, of our old contributor, Sir John Adams; and when we announced in our last issue that he had undertaken to write a new series of articles for this *Journal*, we knew we were making an announcement of more than ordinary interest. Sir John has been turning his mind back on his long experience, and, not forgetting that "one man in his time plays many parts," has described many facets of a teacher's experience. Some of the articles deal with the purely personal viewpoint and treat the teacher as a human being who happens to be a teacher; others, written from the purely professional viewpoint, speak of the teacher who is inevitably a human being. Naturally the two aspects can no more be kept apart in writing than in actual life. What Sir John has to say to our readers, therefore, will have the particular value of showing the first-hand reaction of a veteran who has gone through most of the stages which he describes and analyses. We are sure that this series of articles will be widely read and appreciated.

The Teacher: Types, Contacts, and Interests.

WE observe that the local education authorities are contemplating the de-rating proposals of the Government with a certain restiveness. Their opposition, and that of educationists generally, has led to the abandonment, temporarily at any rate, of the proposal to introduce a block grant system for educational purposes. But the principle of percentage grants has been condemned by the Government in other directions, and hence the local authorities would like Lord Eustace Percy to answer the straight questions: "Is any change in the present grant system contemplated now or later? Is there a danger that at some future date we shall see an unimaginative local finance committee being saddled with the task of having to distribute one huge block grant among its local services? Or are we to expect a separate block grant for education?" In asking these questions the authorities are not ignoring the arguments brought forward on the other side, namely that percentage grants are not related to the needs but to the expenditure of a given area, and that needs are greatest where ability to pay is least; also that the percentage grant system is the handmaid of the progressive authority, but does not demand a reasonable amount of progress on the part of the unprogressive. Nevertheless, it is argued that prior to 1918 the Board of Education called the tune but left local authorities to pay the piper. London, for example, received only 30 per cent of the total net expenditure from the Treasury, and therefore had to raise 70 per cent from the rates, while many other local authorities had to be content with less than 50 per cent.

Educational Finance:

IT is difficult, of course, to examine a matter like this without being drawn into party politics. We ourselves have endeavoured to judge the question dispassionately, and we have not been unwilling to consider the substitution of block grants for percentage grants if the change can be effected without injury to education. But we are impressed by the fact that the local authorities, who will, after all, be the people to administer the system, appear to be opposed to any change, and we therefore agree with our contemporary, *Education*, that the Government ought to announce their intentions on this matter without delay. Possibly a full examination of a proposed system of block grants would remove apprehensions now felt, but however that may be, it would be advantageous to know, before the general election, precisely what are the Government's intentions. It is a commonplace, that developments in post-primary education are urgently necessary, and the financial aspect of these to local authorities will depend on the financial system which is in force when they are adopted. Uncertainty must result in delay, and this would be disastrous to the cause we have at heart. From every point of view, therefore, it is desirable that an early decision should be taken.

The Need for Decision.

LORD EUSTACE PERCY had some suggestive remarks to make in his address to teachers at Guildford. The main defect in our methods of education, he said, was a tendency to substitute second-hand knowledge for first-hand knowledge. For example, the Bible was very much overladen by commentaries, and people were prone to take notice of the second-hand commentaries rather than read the Bible itself. Again, among university students there was a desire that every item in their course should be covered by lectures—they had no idea of reading or thinking for themselves. He then spoke of the type of man who takes his music second-hand from the gramophone and his drama second-hand from the movie play. We wanted more books and better books, and above all first-hand contact with the great minds of the past. The divorce between school life and life after school had been carried too far, and we had to provide a curriculum and teaching in later school life which would give young people an opportunity of gripping first-hand realities. All this is excellent, and we would add that the abolition of mass-production methods necessitated by the large size of classes would do a great deal to help forward Lord Eustace Percy's ideals. A school is not what its name suggests—a place of leisure—but too often a machine whose mechanical efficiency is mistaken for effectiveness. Teachers and pupils need time to "stand and stare," and this is impossible when classes are so large. Without this reform any attempted changes in curriculum will have largely nugatory results.

Second-hand Thinking.

CAN a method of selecting Indian civil servants be regarded as satisfactory, which practically excludes the products of all our universities except Oxford and Cambridge? The list of successful candidates for appointments to the Indian Civil Service on the result of the open competitive examination in August, 1928, contains

Indian Civil Service.

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fifty-two names. A considerable number are from Indian universities, of whom a few received part of their education in London University. But apart from these, Oxford and Cambridge provide the overwhelming majority of the successful candidates. Aberdeen, Edinburgh, Glasgow, Dublin, and Manchester, are represented by one successful candidate each. It is reasonable to argue from these statistics that the conditions of the examination are not suitable for students of our universities other than the ancient English universities.

King's College, London.

KING'S COLLEGE, London, has issued its centenary appeal. The amount it is desired to raise to meet requirements for buildings and endowments is £350,000. Among other proposals, the design of a new frontage to the Embankment and a new entrance from the Strand will meet with approval from those who have the beauty of London at heart. The completion of the theological hostel and the endowment of five chairs in important subjects at a cost of £15,000, and £125,000 respectively, are well-considered, as is the provision of additional scholarships, at a capital cost of £50,000. We note with interest that the centenary history (1828–1928) is entrusted to Prof. F. J. C. Hearnshaw, who will bring both historical training and special knowledge to this task. One gratifying feature of the appeal is the support already offered by the staff of the College.

Ad hoc Authorities.

IN his speech at Glasgow, the Prime Minister paraded the stage army of arguments against *ad hoc* authorities, and was bold enough to say that the Scots are not able speedily to admit an innovation, even when it comes in the shape of improvement. If the *ad hoc* authority secures more enlightened control of schools, the multiplication of local elections is a small matter. In England and Wales, the abolition of the *ad hoc* authority for elementary education, the School Boards, was mixed up with questions of area and of the single authority for all forms of education. Under the new Local Government reforms, we should welcome the infusion of a larger number of "persons interested in education" as members of local education authorities. We have consistently urged that secondary schools should have responsible governing bodies, in fact as well as in name. The secondary school controlled directly by a local education authority is a by-product of the 1902 Act which has not found favour among teachers. The arguments for abolishing *ad hoc* authorities in Scotland may be overwhelming, but we cannot blame the Scots for looking a gift horse in the mouth.

The New University of London.

"THE Physical Relations of a University to a City" was the official title of Sir William Beveridge's lecture to the London Society, but the headline of *The Times* report is "The New University of London." This is appropriate, for whatever may be the merits or demerits of the University of London, it has not fully justified its local appellation. A ring fence enclosing ten acres of land in the middle of London cannot fail to remind Londoners of their University; but we may hope that any physical inconveniences resulting from the closing of roads will be compensated by the feast of reason which the University will provide for the citizens of London in the form of lectures, concerts, plays, and exhibitions. The new buildings, Sir William Beveridge said, are to be the outcome of creative imagination in architecture; there was never surely a nobler problem of design offered to the profession. "Nothing would be built on the Bloomsbury site," he added, "that was not beautiful, and nothing would be built that was not characteristic of London and of this age."

Comparative Education.

IT used to be the fashion, especially in the years before the War, to protest that England must not slavishly copy foreign systems of education. The English educational system is racy of the soil, even its nomenclature, such as the term "public school," being confusing to foreigners. But a determination to base educational methods on national traditions and characteristics should not prevent the study of foreign systems. Prof. E. D. Grizzell, of Pennsylvania University, is visiting this country to take the preliminary steps for a serious comparative study of English and American systems of secondary education. Two committees are to be appointed, one for each country, and it is intended to publish a full report. We are confident that Prof. Grizzell will receive a cordial welcome in any schools he may visit, and that the fullest information will be placed at his disposal by local education and other authorities. The United States are much in advance of this country in their democratic conceptions of secondary and university education, and an impartial estimate of comparative results should be of great value.

Scientific Education.

IF Western civilization is to survive, the ruling class must be scientifically educated. This was the text of Mr. J. B. S. Haldane's lecture to the Fabian Society. He pointed to Russia as a country which is trying to infuse the scientific habit of thought in its people. Remarkable scientific work on heredity is being done in Russia, but as regards the bulk of the population, the scientific yeast will work slowly. The election of Mr. Hoover as President of the United States, calling to this office for the first time a man of scientific training and outlook, is a more significant incident in the world's history. Must not the changes which science is working in civilization, in the conquest of power, the lightening of labour, the cure of diseases, in food, clothing, and transport, have their reflex on our educational methods? Even Mr. Baldwin, product of the grand old fortifying classical curriculum, seems disposed to concede the need for some preparation of the human mind for the new world which science is creating.

Science as Culture.

SCIENCE as a civilizing force has found its champion in Mr. Haldane. It is a pleasure to welcome Dr. Levenstein, the well-known dye chemist, as a champion of science as a means of culture. In a speech at the Ramsay Chemical Dinner at Glasgow, he said that an increasing number of our youth should be taught science, particularly chemical science, not to equip them for any profession, but, as they learned classics, to train their minds, to teach them to think. Was not Ramsay's discovery of helium, he asked, equal as a cultural achievement to a brilliant emendation of a Virgilian text? We would suggest, with great respect,

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that Norman Lockyer's discovery of helium in the sun by spectroscopic methods long before terrestrial helium was isolated by Ramsay was an even greater cultural achievement. Ramsay's discovery of argon provides a better example of scientific method than his discovery of helium.

Natural History.

THE subject of the Norman Lockyer lecture, by Prof. J. Arthur Thomson was "The Culture Value of Natural History." Never have the ways in which natural history can contribute to our mental culture been more eloquently expounded. Science in some of its forms may make people shudder. The study of natural history is a pure joy, enriching our sense of beauty. It is, too, an "inexhaustible well of surprises." The orderly march of evolution, without haste, without rest, tending always towards creatures "more harmonized, unified, and controlled than their predecessors," provides a great lesson, though we agree with Prof. Thomson that the word "evolution" is overworked. The same evolutionary process does not apply for mind, man, morals, religious societies, stellar systems, electrons. Natural history offers beautiful examples of co-operation, and also "brain-stretching problems." Finally, natural history strikes the ethical note. If, as Tennyson said, we have "to let the ape and tiger die," we may find examples of courage and sympathy among the animals. "Nature is not against us, but for us" were the last words of this memorable address.

On Ourselves.

IS it profitable for a profession, such as the teaching profession, to consider whether it is loved by the general public and if not, why not? An article in the *A.M.A.* with the title "On Ourselves," attempts that task without arriving at very definite conclusions. "The great danger," the writer says, "is narrowness of outlook, and the best way to avoid it is to cultivate a wide circle of friends and acquaintances." Economic conditions have greatly improved among teachers; but whether the profession is underpaid or overpaid, "there does exist a strong prejudice against us as a body," the writer of the article admits. If we may venture one suggestion, it would be that teachers in the average are less sinful than the average man or woman, and this is a cause of irritation. As the poet said:

"Miss Buss and Miss Beale
Cupid's darts do not feel;
How different from us,
Miss Beale and Miss Buss."

The W.E.A.

THE twenty-fifth annual report of the Workers' Educational Association (16 Harpur Street, W.C.1) for the year ending May, 1928, shows that steady progress is being made. As many as 1,917 classes, each meeting from twelve to twenty-four times, were held, and were attended by 35,730 students—not to speak of single lectures, study circles, and summer schools. The subjects studied are all non-vocational, and include economics, sociology, history, literature, science, philosophy, music, appreciation of art, and so on. Wherever there is a demand on the part of a group of working people for such a course, the attempt is made to supply it. Besides this provision for adult education, the W.E.A. takes part in the leading educational discussions of the day, as, for example, the questions arising out of the Hadow Report; and it is obviously a distinct gain that such a point of view as that of the W.E.A. should be expressed. A further enterprise of the W.E.A. is the setting up of a Bureau of Public Education, which is meant to serve as a clearing house for information on education. But all these undertakings mean expense, and it is not surprising to find that increased income from voluntary sources is earnestly asked for.

Adult Education at Large.

ALONG with the annual report of the W.E.A., there reaches us the latest *Bulletin* (No. 38) of the World Association for Adult Education. Its special purpose is to report on a conference held at Overhof, Thuringia, last July, and intended to be preliminary to a larger conference to be held next year. The subject under discussion was "The Industrial Worker in Adult Education." It is deeply interesting to learn how the adult education movement is affecting, and is affected by, the industrial workers, or rather in some cases by a small proportion of them, in other countries than our own, including the United States, Sweden, Germany, Holland, Czecho-Slovakia, Poland, Finland, Australia, Canada, Denmark, and Switzerland. Some of the reports deal almost exclusively with matters of fact, but the contribution of Mr. Oscar Olsson, of Sweden, is remarkable for the way in which he deals with the opposition in England between the Plebs League, which will have nothing to do with *bourgeois* culture, and the W.E.A., which ignores the class struggle, and bases its efforts upon the national culture as we have inherited it, taking it for granted that true intellectual and moral progress cannot be cataclysmic but must be gradual. The *Bulletin* to which we refer may be obtained from the Association, 16 Russell Square, W.C. 1, for one shilling.

Welsh Intermediate Education.

A PIECE of educational nomenclature which has been of particular significance in the history of the development of Welsh education seems likely to disappear as the result of recent educational changes and advance. The Welsh Intermediate Education Act signified a great educational pioneering effort in secondary education. The new schools which were to be set up under that Act were to be "Intermediate" between the elementary schools and the university. The term "secondary" was then scarcely known. The work of these schools was secondary in so far as secondary education was developed in those days, but the official title of each school run under that Act is still "Intermediate," despite the considerable volume of advanced work and work for the Higher Certificate which is now being done. But of late years, Scotland has developed a type of school which is really "intermediate," between primary and secondary schools, and now many English authorities, in schemes of reorganization under the Hadow Report, are calling their selective central schools intermediate schools. Those who control Welsh secondary education therefore, fear that the retention of this old title, honourable as it is, will result in misapprehension as to the standard of work in Welsh secondary schools with consequent devaluation of the School Certificate of the Central Welsh Board. The Executive of the Board has been instructed to report on the matter.

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The De-rating Bill and Welsh Secondary Education

AT the half-yearly meeting of the Central Welsh Board the effect of the Local Government (De-rating) Bill on the income of the Board was carefully discussed. Fears were expressed that the reduction in rateable value throughout Wales would result in a loss of income from local education authorities sources and from Treasury grant. The existing agreement authorizes the Board to levy upon all Welsh local education authorities up to a maximum of 22½ per cent of the produce of a halfpenny rate on the rateable value of the area, the Treasury contributing an amount equal to the total contribution of local education authorities. The Chairman of the Board said that, thanks to the watchfulness of the Permanent Secretary of the Welsh Department of the Board of Education, a clause had been introduced into the Bill for ensuring that the position as it stood in 1928–29 should be preserved unchanged in respect of these two contributions. Were it not for this provision, the Treasury grant might have been reduced by about one-third. In future the administration of this grant would be transferred from the Treasury to the Board of Education. As to contributions of local education authorities, the safeguards inserted in the Bill were sufficient to safeguard the contribution from reduction. This would automatically mean that the equivalent grant of the Board of Education would also be unaffected. A small sub-committee has been set up to ensure that no modifications in this provision are made in the course of the passage of the Bill.

The School Certificate in Wales.

THERE is a widespread feeling in Wales that all is not well with the School Certificate, but the bilingual problems introduce elements of criticism which the certificate in England escapes. The headmaster of Egham School, in England, succeeded recently in exciting real and widespread interest when, at a speech day, he publicly expressed the thanks of the school to the unfortunate boy who had missed his certificate by one mark though he had done the school, and his own personality, magnificent service in sport and social life. A well-known Welsh headmaster, speaking at an important educational conference quite recently, brought to notice the case of one of his pupils who also failed by one mark, though he had six credits. This, of course, is due to the requirement of a pass in each of a number of groups and also the additional complication of recognition of subjects for matriculation equivalent. Another headmaster of a Welsh secondary school has advanced another kind of criticism by pointing out that the group system permits of a pass in a heterogeneous collection of subjects of which the total effect is neither cultural, nor intellectually stimulating, nor commercially valuable. Other heads deplore the insistence on Welsh in place of French in the modern language group. Still more fear that the inclusion of Welsh in a school certificate will hinder the chances of students from Wales seeking admission to training colleges in England. To secure equivalence for its certificate, the Central Welsh Board has had to submit to the regulation of the Secondary Schools Examination Council with results which, it is claimed, have made for a rigidity which leaves out of account the special circumstances of Wales.

Proposed Changes in Scottish Education:

THE provisions in the Local Government (Scotland) Bill regarding educational administration in Scotland turn round the substitution of the county councils and the councils of the four great cities for the present education authorities. Apart from that and the consequential changes entailed, the Act of 1918 still holds the field. County government as a matter of course involves the creation of a special education committee. The majority of this committee, according to the Bill, is to be drawn from members of the council, and provision is to be made for the appointment, by the council, of persons of experience in education, and of persons acquainted with the needs of the various kinds of schools in the area for which the council acts. In the interests of religious education, it is expressly stated that among these co-opted members there is to be included in all cases at least one person conversant with the custom which has prevailed in the public schools of Scotland of giving instruction in religion to children whose parents do not object to the instruction so given; and in the case of counties with denominational schools transferred under the 1918 Act, at least one person recommended by the Church or denominational body by whom the teachers in the school are required to be approved as regards religious belief and character.

Scottish Teachers and the Bill:

AT a delegate meeting of the Educational Institute of Scotland, held after the issue of the Bill, the proposal to make the county and city councils the Local Education Authorities in Scotland was approved by a majority of nine to one. When the idea of a change from an *ad hoc* to an *ad omnia* authority was first suggested by Government representatives, teachers were very evenly divided on the question of change, but reflection and investigation, and perhaps also the unwisdom of some of the ministers in their demand for compulsory religious instruction, have combined to make most teachers prefer the county councils for masters rather than directly elected bodies. That is not to say that the profession is satisfied with all the provisions of the Bill. Teachers, at present, are eligible for membership of all the councils except the education authority. Now, by the fact that they will be employees of the county councils they will be shut out, by the passing of the Bill, from any share in local government whatever, save in the School Management Committees. In like fashion they are denied membership by co-option in the education committees, contrary to the English precedent. And without having any clearly defined policy as yet, they are not quite sure whether it would be safer to have the dismissal of teachers a function of the Education Committee or of the county council.

And the Presbyterian Churches:

THE Presbyterian Churches have been seriously perturbed by the Bill and some of their spokesmen have rather foolishly suggested that religion in the schools is likely to be affected adversely by its passing. The demand for mandatory religious instruction has been abandoned, however, and what is now asked is the safeguarding of such instruction. In place of the general reference to use and wont contained in the Bill, those acting for the Churches ask for a wording

(*Continued on page 34*)

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requiring the *continuance* of religious instruction in the schools according to use and wont, as the formula on which teachers and Church representatives have reached agreement. They ask further that every scheme relating to education should make express provision for religious education. With regard to co-option, they ask for at least three representatives on every County Education Committee, and suggest that these representatives should be nominated by associations whose membership will be drawn from Churches other than those connected with the transferred schools.

ANOTHER proposal made by them is that power should be given to the Education Committees to set up a sub-committee, to be entrusted with the arrangements for the giving of religious instruction, to which other persons might be co-opted on the nomination of the associations. A good many Scots laymen are asking whether all this elaborate safeguarding of religious instruction in the schools, by Parliamentary enactment, is necessary, and whether if the Government yields to the importunities of the Churchmen the result may not be a degree of interference with the teachers calculated to defeat its own ends. If the tradition which the Churches have created is not strong enough to carry on on the terms laid down in the Bill, it is difficult to believe that any form of words or any special devices will avert its decline. The Churches should realize that a large proportion of the county council members and of the teachers are their own people, and trust them to see that religious instruction is adequately given in the schools.

And Religious Instruction.

Ballade—Charles d'Orleans

(Fifteenth century)

Allez-vous-en, allez , allez,
Soucy, soin et mérencolie ;
Me cuidez-vous toute ma vie
Gouverner, comme fait avez ?
Je vous promets que non ferez ;
Raison aura sur vous maistrie ;
Allez-vous-en, allez, allez,
Soucy, soin et mérencolie.

Si jamais plus vous revenez
Avecque votre compagnie,
Je prie à Dieu qu'il vous maudie
Et le jour que vous reviendrez :
Allez-vous-en, allez, allez,
Soucy, soin et mérencolie.

A LATIN VERSION (accentual)

Abite, procul este, procul este
Sollicitudo, Metus, Atra Cura.
Num creditis me vos gubernaturos,
Sicut consuestis, iam per totam vitam ?
Id iri factum nego vehementer :
At debellabit ratio vos omnes.
Abite, procul este, procul este
Sollicitudo, Metus, Atra Cura.

Si quando rursus ad me venietis
Sodalium cum pessima caterva,
En, imprecor deorum diras vobis
Et vestri reditus diei malae.
Abite, procul este, procul este
Sollicitudo, Metus, Atra Cura.

BASIL ANDERTON.

PEOPLE'S LEAGUE OF HEALTH NINTH TRAVELLING SCHOLARSHIP.—On Friday, January 18, 1929, the People's League of Health will commence its ninth annual series of twelve Sims Woodhead Constructive Educational Health Lectures in connexion with the award of its Travelling Scholarships. These lectures will be held at the Medical Society of London (Lecture Room), 11 Chandos Street, W. 1, at 6 p.m., commencing January 25. At the termination of the course a written and an oral examination will be held with certificates and scholarship awards. The Travelling Scholarship consists of a visit to a foreign country with facilities for studying its health standards, conditions and preventive work, and visiting its health centres. Tickets for the course of twelve lectures, price 12s., single tickets, 1s. 6d. each, can be obtained from the Headquarters of the People's League of Health, 12 Stratford Place, W. 1., Telephone, Mayfair 0386.

The National Union of Societies for Equal Citizenship and the London and National Society for Women's Service are presenting Dame Millicent Fawcett, G.B.E., with her portrait, painted by Mr. Lionel Ellis, as a tribute to her great work in the interests of women.

* * *

Mr. L. B. Benny has been appointed Principal of the Portsmouth Municipal College. Mr. Benny, who has been Principal of Bournemouth Municipal College since September, 1927, was educated at the Central Foundation School, London, and graduated from Christ's College, Cambridge.

* * *

MITCHELL TRAVELLING SCHOLARSHIP IN SPANISH.—The Trustees of the Mitchell City of London Educational Foundation, offer a Travelling Scholarship in Spanish to candidates of either sex taking the examination of the Royal Society of Arts in 1929 ; it is available for a period of from three to six months according to the amount of time which the successful candidate is able to spend abroad. If he or she is able to reside abroad for six months, a Scholarship of £120 will be awarded, and a proportionately smaller amount for any shorter period of residence abroad. Candidates must be natural-born British subjects between the ages of 17 and 30 on July 31, 1929. They must also possess the necessary City of London qualification. The holder of the Scholarship will be permitted to enter a business firm in Spain during the tenure of the Scholarship, but will be required to attend classes at a college or institution duly approved by the Mitchell Trustees. Further particulars can be obtained on application to the Secretary of the Royal Society of Arts, John Street, Adelphi, London, W.C. 2.

* * *

LIST 44 (WALES).—This list deals with the size of classes in public elementary schools in Wales in the year 1927–28. It shows that whereas the average attendance of all schools in Wales has gone down by about 1,100 pupils, the number of classes has increased by over 100. There were 785 classes with over fifty on registers in 1926–27 ; there were 601 such classes in 1927–28. In 1927–28 there were 2,102 classes having not more than twenty on registers ; 3,890 of over twenty but not over thirty ; 4,367 of over thirty but not over forty, and 2,932 of over forty but not over fifty. In view of the distress in the mining area of South Wales and the discussions on reorganization which have recently taken place in Glamorganshire, for example, it is interesting to note that there are 1,986 classes with over fifty on roll whilst the number of such classes in autonomous areas within the county is very high. Monmouthshire County, with an average attendance of about two-thirds that of Glamorgan, has 1,584 classes of over fifty, whilst the Abertillery Part III Authority with an average attendance of only just over 6,000, has 198 such classes. Pembrokeshire has 189 classes of not over twenty ; Montgomeryshire has 138 ; Merionethshire has 106. These figures are illuminating as showing the arrest of educational development due to financial and industrial distress in the mining areas and to the high percentage of small schools in rural areas.

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The Public School in the Slums

By D. C. TEMPLE, M.A.

THE last thirty years have witnessed what may be called the rebirth of the conscience of the rich. Movements such as the Boy Scouts, Oxford House, and the Girl Guides have all found impulse and motive power, to a greater or less degree, in the attempts of the wealthy to descend "from Belgravia to Bethnal Green," and give of their abundance to those who have little. One of the most significant of these signs of our times is the attempt of the great universities and public schools of England to take some share in this work of social reconstruction by mingling with the boys and young men in secular clubs. A great school founds a "Working Boys' Club" in the slums of London, Birmingham, or Manchester. A "Warden" is appointed to manage the club and also keep the school as far as possible in touch and maintain the connexion—boys and masters travel down in the holidays and perhaps at week-ends—"Old Boys" of the school visit regularly in the evenings once or twice a week. Such is the scheme in outline: what of the result? "It is said with truth," writes an expert,* "that such clubs are the key to the great mystery of the slums, the mystery of how the slum-bred boy becomes a sportsman, teamster, and gentleman.

"Cambridge has cast its mantle over South London, and clubs here bear collegiate titles. Charterhouse and Cheltenham have colonized south of the Thames. Oxford pervades Bethnal Green and Bermondsey. In Hackney the name of Eton is all powerful. In Notting Dale, Rugby is supreme. They demonstrate that the least savoury districts can produce boys worthy of the names borne by their clubs." In almost every great provincial city the same thing is found. There is a Sedbergh School Mission in Bradford, a "Shrewsbury House" in Liverpool.

These clubs themselves are usually formed by getting possession of three or four houses in a mean street—the meaner the better—and converting them into one building. Sport is from the first the predominant characteristic of most of the clubs, for it is in sport that boys of all degrees find their chief connecting link. Billiard tables and boxing gloves and gymnastic apparatus are bought, and rooms set aside for their use. One room in the club is reserved for the library or quiet room, and here the school can help enormously by the generous provision of newspapers, magazines, and novels. Some clubs are conducted on definite church principles, with a little chapel at the centre of all things, prayers every night at ten o'clock, and a weekly service and address on Sunday evenings; others are entirely secular, throw open their doors to boys of all or no denominations—Jews, Turks, Protestants, Catholics—and carefully avoid any form of prayer or worship whatsoever. Some clubs combine with their ordinary work a "Home," or "Hostel," for homeless or destitute boys, and such a feature, while adding tenfold to the labours of warden and staff, is often felt to be the most valuable part of all the work. The "House" system has been started in recent years in many clubs and found to work surprisingly well, so that most clubs are now split into sections or so-called "Houses," each with its own "House Captain," "House Prefects," and "House Committee," its distinctive colours and badges, its representatives who play football, or box, or swim in first or second "House" teams. On Saturday afternoons throughout the year two or perhaps three elevens represent the club at football and cricket, while during the summer months the most popular feature is the weekly "swimming evening" at the nearest local baths. In all clubs the great event of the year is the annual camp, held for a week or a fortnight about the period of the August Bank Holiday; in some, especially fortunate, this camp is always held at the public school which manages and fathers the club, so that the boys enjoy unlimited use of playing-fields, swimming-baths, and chapel. Many such clubs are now of a respectable antiquity with a flourishing "Old Boys' Section" of members who have been specially kept on after reaching the retiring age of 18 or 19, and now act as valued under-officers of the staff. In some clubs there are fathers of families in the Old Boys' Section, with sons as house prefects or junior members.

One of the great weaknesses of many of these otherwise admirable institutions is that sport tends to occupy an unduly high place in the scheme of things. In club as at public school, this is an ever present danger, though perhaps more excusable here; after all, as has been remarked above, it is in sport that the boys of all classes can and do meet on common ground. But in a club composed of slum-boys who leave school at fourteen it seems a pity that more advantage cannot be taken of a four or five years' voluntary membership, and it is interesting to notice that both in London and Liverpool the education authorities are becoming alive to this fact, and are fully prepared to co-operate with the club authorities in providing competent instructors for evening classes in such subjects as woodwork, metal-work, book-keeping, and English. In future it would appear that a characteristic of most boys' clubs will be compulsory attendance for an hour one evening a week at such classes, and one might add to the list such possibilities as dramatics, debating, boot-repairing, first-aid, singing, and boy scout troops. One can forsee the possibility of vast developments in this way, although of course every step will have to be taken with the greatest possible care, for the slum-boy is a shy animal, easily scared, and the appurtenances of learning do not attract him, although he has a lively curiosity and an eager desire to learn where his interest has first been aroused. The secret would seem to consist in finding really competent and inspiring instructors for each class, and giving each boy as wide a choice of classes as possible.

Another important problem for the warden will be that of making a reality of the link between club and school, and this will probably be found the hardest problem of all. In an ideal state of things almost all the regular staff of club helpers would be "old boys" of the school, mostly young business men under thirty, coming down to the club one or two evenings regularly week by week to talk and play with the boys and manage the various games and classes. At least two or three of these would be in the club every night. Every week-end during the school term a party of three or four boys would come down to the club from Saturday evening to Monday morning, spending the time under the warden's charge in seeing for themselves a little of those other boys whose conditions of life are so very different. Every fortnight or so the warden—who would himself be an "old boy" of the school—would travel down to the school, staying at a different house each time and mingling as much as possible for a day or two with the boys. The club expedition to the school on Whit-Monday and the club camp on the school grounds during the holidays, with several schoolboys on the staff, would be two of the great features of the year. The walls of the club itself would be decorated with good pictures and photographs of the schools, and its more famous sons, and copies of the school magazine, fixture-lists, &c., would be very much in evidence at all times. At the end of each term the warden would address the school, probably in chapel, on the subject of their club and its work, while during the holidays few nights would pass without boys or masters, or both, staying in the slums at their club, soon becoming well known there and receiving rapturous welcomes as old friends. Boys living within twenty miles

(Continued on page 38)

*Rev. James Butterworth, "Adventures in Boyland."

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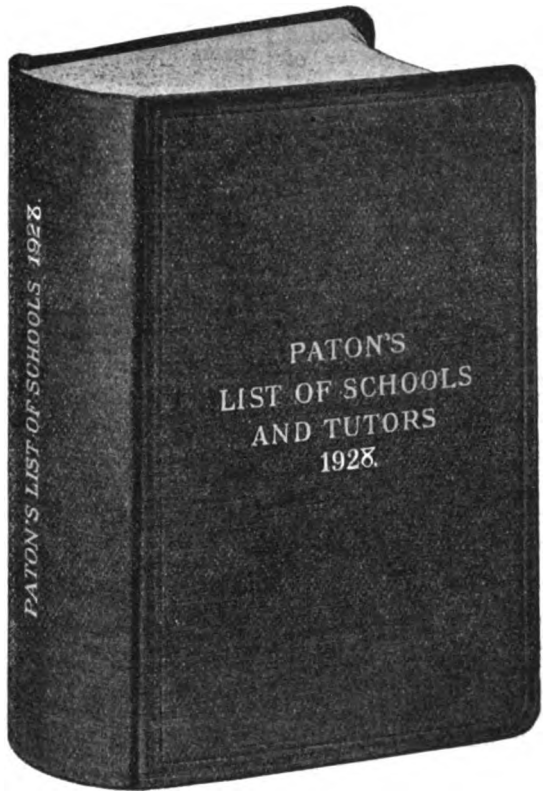

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or so of the club would in this way become regular visitors two or three times a year, and so pass naturally on leaving school into the ranks of the staff of old boys, already well known at the club and thoroughly at home in it.

This state of affairs, it should be emphasized, is unfortunately at present an ideal rather than an actuality, although some public schools do accomplish much of the work outlined above. At present it is a sad fact that to perhaps seventy per cent of schoolboys and ninety per cent of "old boys" their "school mission" means practically nothing at all. There is one famous public school with a "settlement" doing noble work in the slums of a northern town where after a quarter of a century of magnificent endeavour, out of a total of 2,350 "old boys," less than three hundred even figure on the subscription list, far less ever think of visiting the club for themselves. Real greatness of achievement in a work like this must depend on so many factors—the wisdom and sympathy of the headmaster, the personality of the warden, the spirit of the school and its old boys, and perhaps most of all on the prevailing spirit of the age.

Of course there are many difficulties, many problems, and many dangers. To the average young Englishman educated at Eton or Harrow, Rugby or Winchester, the slum-boy is an unknown quantity, a mysterious and terrifying enigma. His sensitive, shy, well-bred nature revolts against the possibility of being thrown among a gang of little urchins who chatter and shout in an unintelligible tongue, live perhaps with drunken parents in filthy hovels, swear and spit and smoke and (he imagines) hurl derisive abuse at the smartly dressed, shy "toff" in their midst. He feels that he would be genuinely frightened, entirely out of his depth and his element, a hindrance rather than a help. He feels, too, a more worthy alarm, that of being condescending; knowing full well how his own soul would revolt at the least suspicion of condescension from beings in a "superior station," he attributes this suspicion to others and shrinks from putting himself in a false position. So he decides that his school club in Hackney Downs or Ancoats or the Cowcaddens is not for him; that it is (of course) a splendid work, but must be left to others with a gift for that kind of thing; and with a sigh of relief he makes up his mind to content himself with an annual subscription of a guinea—forgotten after a year or two—and turns cheerfully to golf and bridge, dancing and motoring, and Edgar Wallace novels.

Yet in doing so he does himself less than justice, and lays himself open to the charge of, at the least, making no effort to bridge that gulf between class and class which is rapidly becoming recognized as the most ominous portent of our national life to-day. There is really very little "gift" required for work among slum-boys beyond a sense of humour and a certain determination during the first few weeks. Slum-boys, after all, are just very ordinary boys, with plenty of humour and high spirits and love of sport, and a remarkably keen appreciation of these qualities—or the lack of them—in other people. They have, too, plenty of sympathy for strangers in a strange land, and are always interested to see them at "the club"—particularly if they are fairly young and come from "the school." The smart young capitalist may feel a fish out of water at first, and fail to understand a word of the three jabbering small boys to whose care the warden has consigned him after supper, but if he merely smiles cheerfully and mentions that he comes from "the school," he will soon find that there is small need to talk—it will all be done for him, in full measure, and in a few minutes his entirely cheerful and unself-conscious hosts will be initiating him into the mysteries of ping-pong or basket-ball. A visitor at "Shrewsbury House," in the heart of the Liverpool slums, who has seen one of their famous Sunday night basketball matches after evening chapel, when five young Salopians, week-end visitors from the school, take the field against five Liverpool boys of an equal age, all the combatants suitably stripped and arrayed for the fight—who has seen Greek hurl Greek on the wooden floor of the gymnasium, with no mercy shown, no quarter given or received, no respect of persons whatever—who has heard the ringing cheers of the spectators even on the rare occasions when "the club" is forced to acknowledge defeat—that visitor goes out with considerably modified views on the Hatred of the Classes, the Snobbery of the Rich, or the Irreconcilable Antagonism of Capital and Labour.

Nor need there in all this be any suspicion of condescension. The boy or young man who goes into the slums in a humble frame of mind, to learn rather than to teach, finds his faltering approaches met with an astonishing, unexpected welcome. There is no suggestion that his hosts are anything but genuinely glad to see him at the club—their club and his. The average slum-boy—let it be repeated—loves chattering, and is not shy. The unathletic or bookish visitor finds a vast field open before him—libraries to be organized, dramatic societies lacking a mentor, would-be debaters ignorant of the rules of debate, under-staffed wardens anxious to find an editor for the club magazine. Condescension is rather a matter of the man to whom the club makes no real appeal but who contents himself with a drive down in a Rolls-Royce, a cursory tour round the premises, five shillings in the offertory box, and a firm determination to come no more. But as a matter of fact such visitors in the depths of the slums are rare, and even so perhaps preferable to blank, supercilious indifference.

Much has been done in the past thirty years, but even now the public schools are only on the threshold of all that is possible. What is wanted, and wanted more and more every year, is a continuous stream of young men fresh from the public schools brought up on a strong, living tradition of social service, thanks to the existence of really live and flourishing public school missions and boys' clubs. The reaction of the club on the school is every whit as important as that of the school on the club. There is a wonderful opportunity to-day within reach of our public schools. How far will they seize their chance?

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Educability and its Vocational Aspects*

By CHARLES S. MYERS, C.B.E., M.D., F.R.S., Director of the National Institute of Industrial Psychology

REGARDED from the point of view of this paper, 'education' means training with a view to some vocation or occupation, and 'educability' means the capacity to profit from such training. In order that vocational training may be effective, it is obvious that two conditions must be fulfilled: (*a*) the vocation chosen must be suited to the person who is to be trained; (*b*) the principles and methods of training, and the age at which training is undergone, must be suited to the particular skill and person under consideration.

In respect to (*a*), steady progress is being made by industrial psychology in its efforts to determine (i) the requirements of different occupations, and (ii) the general and special abilities, the interests, temperament, physique, etc., of those seeking vocational guidance. But the assumption has been too readily made that if any two persons possess in equal degree the right abilities and qualities needed for *efficiency* in a given occupation, they are equally *educable*, that is, will equally profit by the training they will receive. This assumption implies that innate ability is equivalent to innate trainability; in other words, that provided the right ingredients are placed in the pie, the same cooking may be expected always to produce equally good pies!

It is not difficult to account for this attitude. On the one hand, the school-teacher has until recently neglected innate ability, laying great stress on educability, which he assesses by means of examinations devised to indicate how far the pupil has profited by his previous education. On the other hand, the industrial psychologist has stressed innate ability and, largely through difficulties of assessment, has been tempted to neglect educability. For the training on which an applicant for vocational guidance is about to enter is a departure so novel to him that evidence derived from previous education is unlikely to hold. New abilities then become involved, many of which only develop at adolescence; new interests and temperamental characters may also arise; all of which must profoundly influence the success of vocational training.

I am going to assume, as a useful working hypothesis, that a *general* factor or ability exists, that it is identifiable with general intelligence, and that it operates in various degrees over a wide sphere of vocational activities. By general intelligence I understand the ability consciously to anticipate, and to frame with success, adaptations to new situations on the basis of past experience. (Such intelligence, it must be recognized, is as much needed in dealing with concrete objects and living persons as in manipulating symbols such as words or numbers.)

I shall further assume here that innate *special* abilities resemble instincts in that they develop with exercise and decay with disuse. Some of our innate abilities appear unimprovable only because they are constantly in exercise. Memory and sensory perception seem to me examples of this kind. Nevertheless, memory is improvable by acquiring the best technique of learning and the best attitude for reproduction; similarly, visual perception is improvable by acquiring the power correctly to interpret letters and forms which are indistinctly seen. In other words, such abilities, even when developed to their utmost *in se*, are trainable in the sense of getting to know how to make the best use of them.

We have, therefore, generally to distinguish between (*a*) that restricted "practice" of a given ability which results in an automatic, precocious ripening, perhaps even in a hypertrophy of it, and (*b*) that higher "training" which brings wider conscious and unconscious processes to bear in increasing the efficacy of that ability. Too often, in the past, laboratory experiments in educability, especially in relation to the problem of the transfer of training, have involved lengthy, mechanical, uninteresting "practice" of a given task, and have thus afforded little opportunity for that real "training" which makes for thoroughness and quality (accuracy, style, and knowledge of general principles), not merely for quantity (mechanical speed) of performance. It is little wonder if fallacious stress may thus have been laid on the apparent non-transferability of training.

There is a wide agreement among psychologists that a person's general intelligence at a given age is not improvable by experience. This, I think, we should expect from the point of view of what I have termed mere "practice," because each of us is employing his intelligence, as best he knows how, throughout his daily life. But among experts in the use of intelligence tests there is also wide agreement that intelligence tests afford a more reliable estimate of intelligence if the persons to whom they are applied are already familiar with their nature. In other words, the adoption of the most favourable attitude, technique, etc., enables this innate ability to be employed to the best advantage; judged by effective output, even general intelligence may be said to be improvable by training, or at all events by experience.

The problem of educability is closely connected with the inter-correlation of special abilities. Some psychologists have claimed, on the basis of their experimental work, that motor abilities show no correlation with one another. If this contention were proved, we should need a different vocational test and possibly a different education—even educability would probably be specific—for each such ability. But whereas it may well be true that no correlation exists between *low*-level motor activities, e.g. between the speed of tapping and that of wrist-movement, there is increasing evidence that certain low-level motor activities correlate with certain higher-level motor activities and that higher-level motor activities can themselves be ranged in groups, members within some of which show a distinct correlation with one another. For example, Farmer* has obtained a correlation coefficient of 0·3 between the activities of dotting and pursuit (where the hand has to keep pace with a variably moving object) and one of 0·25 between pursuit and speed of choice reaction.

At Farmer's instigation I have re-examined Muscio's published data†, and I find recorded correlation coefficients between (right-hand) tapping and aiming of 0·24 in a group of boys, and of 0·23 and 0·26 in two groups of girls, and coefficients of similar order between tapping and match-insertion. Muscio's groups are too small for statistical reliance to be placed on these results: indeed, for this reason they were neglected by him. But Farmer's subsequent work (which is confirming his earlier results) has been conducted on sufficiently large groups of subjects to establish his findings.

We cannot attribute these correlations to the influence of general intelligence. Whether we are to explain them by assuming the presence of one or more abilities common to the group of operations correlated, or by assuming the influence of a common situation or technique, we may, I think, agree with Farmer (on either or both assumptions) that the more highly co-ordinated be the movements concerned, the more likely they are to correlate with one another. And I suspect that on a similar basis we may explain why the general factor seems so much more active

* From a Paper read before Section J (Psychology) of the British Association, Glasgow, 1928.

* "A Group Factor in Sensori-motor Tests," *British Journal of Psychology*, 1927, vol. xvii, pp. 327–334.

† "Motor Capacity, with Special Reference to Vocational Guidance," *British Journal of Psychology*, 1922, vol. xiii, pp. 157–184.

(*Continued on page* 42)

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in linguistic than in performance tests of intelligence. The linguistic tests are at so much higher a level than the simple performance tests commonly employed that they are themselves inter-correlated by one or more group factors, altogether apart from the influence of that wider factor—general intelligence.

In this connexion may we not usefully remember that our various abilities have been evolved not only by a process of addition and integration, but also by a process of differentiation? Bearing this in mind, should we not expect correlation generally to be high between those abilities which have been carved out, as it were, from a vague undifferentiated whole, and to be low between those abilities which have been acquired separately and independently?

May we not conclude, then, that just as we recognize general, group, and special abilities, so there exist general, group, and special educabilities, according to the nature of the mental and motor operations under considerations? And may we not expect to find that training in those occupations which demand variety of knowledge and skill and considerable judgment (e.g. medicine) should begin in a general fashion and become more and more specialized, whereas training in those occupations which need little intelligence and are of a uniform, repetitive character (e.g. packing) should begin by severe specialization and move (to a certain extent) in the reverse direction? In the one group analysis and differentiation would predominate, in the other group synthesis and integration; in the one educability would depend largely on more general factors, in the other rather on special factors.

So far we have been considering educability as if it were concerned merely in improving our innate abilities and in making the best possible use of them. But in reality educability is a far more complex affair than this. Consider in what different degrees skill, knowledge, character, and physique enter into different vocations. Consider then, the enormous number of factors determining improvements in each of these. Consider, for example, how the acquisition of skill is dependent on the ease with which improved habits of thought and movement may be formed and consolidated, and useless and conflicting acts recognized, separated, and inhibited; on the readiness with which conscious and volitional actions and judgments may pass over into intuitive and automatic ones, voluntary attention becoming less distracted, economized, and directed more ahead. Consider how dependent skill also is on the nature and degree of the effort made during learning, according as it is evoked impulsively or volitionally—by interest or by determination; and on learning how and when best to discard lower activities for higher ones and how best to control one's attention, to criticize one's own acts, to make speedy decisions, and to combat boredom, annoyance, and discouragement during training. Consider the volitional, emotional, temperamental, and wholly unconscious factors involved in all these. Then we shall get some conception of the almost boundless field involved in educability—how it depends not merely on the exercise of any special or group ability, not merely on the exercise of general intelligence, not merely on technique, attitude, and knowledge of principles, but also on the entire psycho-physiological constitution of the individual.

Is it surprising that different experimenters working under different experimental conditions have produced such different evidence—some in favour of the vocational predominance of special inborn aptitudes, others in favour of the vocational predominance of educability (which, after all, must depend fundamentally on a vast sum of inborn aptitudes): some tests showing a close correlation between initial performance and "educability," other tests showing none at all?

(*Continued on page 44*)

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One more point seems noteworthy. We are devoid of any measure of improvability (or educability). Are we to say that a person who improves on a very poor initial performance, say by ten points, has made greater or less advance than one who improves under the same conditions, say by two points, on a very good performance of the same test? We cannot even say with strict psychological accuracy that two persons who have made equal improvement from equal scores after equal training have proved themselves equally educable. For how can we be sure that before training they have started psychologically equal in all respects? How far is a good initial performance due to high innate endowment, to transfer of previous similar experience, or to freedom from conflict with other acquired experiences?

Leaving aside such difficulties and refinements, let us in conclusion return once more to the practical work of vocational testing. In vocational guidance, on the one hand, we apply tests of general and of other mental ability, and tests of motor and mechanical ability, on the assumption that those persons who make the highest scores will on the whole retain their high position after training (in one or other special ability). We have no adequate evidence at present of the general truth of this assumption. In vocational selection, on the other hand, we first estimate the value of tests of general and special abilities for any given occupation by applying them to persons who have already been trained in that occupation. Here we make the converse assumption that those persons who make the highest scores after training would have done so likewise if the tests had been applied before training. But here again we have no proof how far this assumption is justified.

Investigations are now being undertaken in this country to ascertain how far these assumptions are correct. They are likely to throw light on the extent to which factors affecting educability must be taken into account, in addition to general and special abilities, in the practice of vocational guidance and selection. Meanwhile, the successes attained by the present procedure of the vocational psychologist are to a certain extent explicable. He undertakes vocational selection or guidance by testing, not for a single ability but for a large number of abilities. By this means any individual or specific differences in educability are likely to be largely reduced. Moreover, he selects persons for a given occupation, who possess the degree of general intelligence most suited for that occupation. Hence important as is the influence of intelligence on trainability, the individual differences in trainability due to differences in intelligence are thereby lessened. It is thus not so surprising that, despite neglect of educability, vocational psychology has achieved such encouraging results

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THE EDUCATION COMMITTEE OF THE CITY OF LEEDS has decided to change the title of THE LEEDS CENTRAL HIGH SCHOOL to THE CITY OF LEEDS SCHOOL as from January 1, 1929.

* * *

An exhibit illustrating THE DEVELOPMENT OF WEIGHING MACHINES will be on view for the next five months in Gallery IVa of the Science Museum, South Kensington, S.W. 7.

* * *

The Gramophone Company, 363 Oxford Street, London, W. 1, has forwarded a striking list of selections of "His Master's Voice" records for the New Year.

* * *

EPILEPTIC CHILDREN.—The London County Council has decided to increase the facilities for the treatment of epileptic children of school age. For this purpose the accommodation at Lingfield Epileptic Colony, Surrey, has been augmented, and eighty additional places will be ready for occupation early in 1929. The school at Lingfield caters for children of normal mentality, and the education is similar to that at elementary schools. Manual training and open-air occupation are provided. The children are housed in villas; special attention is given to their comforts and recreative pursuits; with regularity of hours.

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Particulars of some School Transfers and Partnerships will be found on page 47

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Vacation Conferences, Courses, and Tours

WORLD FEDERATION OF EDUCATION ASSOCIATIONS.—The Third Biennial Conference is to be held at Geneva, from July 25 to August 3 next. Arrangements have been made by the Travel Bureau of the National Union of Teachers for the planning of tours, including accommodation for teachers who intend to visit the conference. Further information may be obtained from Mr. E. J. Sainsbury, Cheyne Lodge, Thames Ditton, Surrey.

* * *

SUMMER SCHOOL AT VIENNA.—The Austro-American Institute of Education, 1 Elisabethstraffe 9, Vienna, announces arrangements for the Third Summer School at the University of Vienna, from July 17 to August 13 next. Courses in languages, education, psychology, and the teaching of art and music as well as lecture courses in subjects of general interest. Particulars may be obtained from the Institute.

* * *

THE MATHEMATICAL ASSOCIATION.—The Annual Meeting will be held at the London Day Training College, Southampton Row, London, W.C. 1, January 7 and 8. Mr. W. F. Sheppard will give his presidential address at 2.30 p.m., January 8, on "Variety of Method in the Teaching of Arithmetic." On the morning of the same day, Miss E. R. Gwatkin will open a discussion on "Should a candidate for School Certificate be allowed to take, in place of the Mathematics and Science Group, a group containing Drawing and Music and possibly other subjects?"

* * *

NORTH OF ENGLAND EDUCATION CONFERENCE.—This annual conference is to be held at the Heaton Secondary Schools, Newcastle-upon-Tyne, on January 3, 4, and 5, under the presidency of the Most Honourable the Marquess of Londonderry, K.G., P.C. Admission is by ticket (price 5s.), which can be obtained with the full programme from the Hon. Secretary, Mr. T. Walling, Education Office, Northumberland Road, Newcastle-upon-Tyne. The excellent programme includes, among others, papers on "School Books," "Examinations," "Reorganization," "Social Activities in Education," and "Sixth Form Work."

* * *

THE NEW EDUCATION FELLOWSHIP.—This international organization of educationists, teachers, and parents in all parts of the world, is holding its Fifth International Conference at Elsinore, near Copengagen, from August 8 to 21, 1929, on the subject of "The New Psychology and the Curriculum." The beautiful Kronborg Castle overlooking the sea, the scene of Shakespeare's "Hamlet," will be the headquarters of the conference. In addition to the daily lecture delivered to the whole conference, there will be study discussion groups and courses, each in charge of a well-known leader. Among the groups and courses are: The Psychology of the New Education; Technique of Teaching; Curriculum Research; The Decroly Method; The Problem Child; The Child and Religion; Education for International Understanding; The New Schools in Action (State and Private); Parent Education and the Child in the Home; Testing, its Place in Education; Education through Purposeful Activity. Examinations will form the subject of concentrated study at the conference, and three public meetings will be held at which representatives from the various countries will bring forward the results of their investigations in this field.

* * *

THE GEOGRAPHICAL ASSOCIATION.—The annual conference will be held in the London School of Economics, Houghton Street, London, W.C. 2, from Thursday, January 3, to Monday, January 7, under the presidency of Sir Henry G. Lyons, F.R.S. —we regret that the name of the president was incorrectly stated in the December issue.

* * *

PUBLIC HEALTH CONGRESS.—The next congress of THE ROYAL INSTITUTE OF PUBLIC HEALTH will be held at Zurich, during Whitsuntide, from May 15 to 20, when Lord Meston, K.C.S.I., will be president. Arrangements for travel and hotels are in the hands of Sir Henry Lunn, 5 Endsleigh Gardens, London, W.C. 1, from whom particulars can be obtained.

GRESHAM LECTURES.—The lectures founded by Sir Thomas Gresham will be read to the public during week days in January and February at 6 p.m., at Gresham College, Basinghall Street, London, E.C., commencing January 15. There will be four lectures in each of the following subjects, in the order given: astronomy, physic, law, divinity, geometry, music, rhetoric.

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Reviews

MEDIEVAL INDIA

The Cambridge History of India. Vol. III. Turks and Afghans. Edited by Lt.-Col. Sir W. HAIG. (42s. net. Cambridge University Press.)

The history of India falls into four clearly marked periods. The first, the period of Hindu ascendency, extends from very early times to about the year A.D. 1200. The second, the period of the Mohammedan sultanate of Delhi—sometimes called the period of the Pathan empire—covers the three and a quarter centuries from A.D. 1200 to the invasion of Babur. The third comprises the two centuries of the Mongol or Mughal dominance; while the fourth and last covers the period yet incomplete of fluctuating English control—a control exercised originally through the agency of the East India Company, later of the British Government directly.

Concerning the third and fourth of these periods our information is fairly complete and readily accessible. True, it stands to be supplemented in detail from such new sources of knowledge as the successive volumes of the East India Company's records, so admirably edited by Sir William Foster. But in its main outlines it is clearly ascertained. Such, however, is not the case respecting the Hindu and the Pathan periods. Here the scantiness of the records, the want of a precise chronology, the hopeless conflict of evidence, the difficulty of distinguishing fact from legend, make the task of the historian one of extraordinary complexity.

Volumes I and II of the Cambridge History of India, with masterly skill, investigated the tangled story of prehistoric and Hindu India, setting forth the results of the investigation with as much lucidity as the complicated nature of the evidence allowed. The present volume treats of Pathan India—or, more correctly, since it is doubtful whether one of the Sultans of Delhi was really Pathan, India under the Mohammedan Turks and Afghans. The volume is edited, not, as were its two predecessors, by Prof. E. J. Rapson, but by Sir Wolseley Haig, whose intimate and exhaustive knowledge of Persian and Arabic, and of much of the literature written in those two languages, ideally qualifies him for the editorial office. Not only, however, has Sir Wolseley Haig edited the book, he has also written no fewer than eighteen of the twenty-three chapters that it contains. His expert use of Oriental authorities, wholly inaccessible to any but specialist scholars, makes his series of contributions a unique treasury of novel and authentic information. Of the other writers in the volume, Sir Denison Ross deals with Gujerat and Khandesh; Prof. Ayyangar with the Hindu States of Southern India (1000–1565); Mr. G. E. Harvey with Burma (1287–1531); and Prof. Wickremasinghe with Ceylon (1215–1527). A final chapter, illustrated by a splendid collection of fifty-one plates, provides a guide from the skilled pen of Sir John Marshall to the monuments of Muslim India. Altogether, the volume is in the highest degree creditable to British scholarship.

CHILD PSYCHOLOGY AND ART IN SCHOOLS

Art in Schools. By J. LITTLEJOHNS. (10s. 6d. net. University of London Press.)

Good as this book is, its aims are somewhat confused. We read on page 121 that, "not to design wall-papers, but to be able to choose them; not to paint pictures, but to be able to enjoy them," is the aim of colour education in day schools. If then art appreciation and not art production is our object, it follows that less emphasis should be put on representational art, on the psychological basis and "Drawing with Delight," and all that these phrases imply, and more, *much* more, on a training in those fundamental principles of line and form, values and colour which are common to all the visual arts. Both the title and the contents of the book, and especially the admirable introduction by Mr. Tomlinson, suggest that the author is dealing with a far wider subject than mere drawing as a means of self-expression. Drawing as a means of expressing and conveying thought and emotion has little to do with the life of the ordinary citizen of to-day, however much it had and has to do with the lives of men in an earlier stage of civilization. Powers of visualization, useful as they are at times, as for instance as aids to spelling, and in such occupations as chess playing, have, perhaps rightly, been stated by some psychologists to be generally associated with somewhat inferior intellects.

Prof. Cizek of Vienna has done wonderful work with selected pupils. But we are not dealing with selected pupils, and the inclusion of art in the school curriculum finds its justification precisely according to its educational value to the average pupil with no special aptitude for art. This being the case, the primary aim is to create an appreciative public rather than to develop skill in drawing, though of course we must foster talent where we find it. We must start with what, for want of a better term, we call "design." The man who cannot appreciate a fine tea-cup cannot begin to understand a fine picture. The importance of design is emphasized by Mr. Tomlinson in the introduction. He refers to the principle of fitness for purpose. "Basis" would be a better word here than "principle." The "principle" is rather the *appearance* of fitness. Other things being equal, a thing that looks better for its purpose is better. Reference is also made to American books on art teaching. Some of these have been included in the bibliography, but several of the more important works have been unaccountably omitted.

While heartily agreeing that "there is no best way for all, and all systems are wrong if they become rigid," we would qualify this by saying that the means should be elastic but the aims fixed. But, despite this ambiguity in aim, Mr. Littlejohns' book is full of excellent suggestions as to method, which we can warmly recommend to the notice of teachers. If we may say so, his practice is better than his theory. Child psychology is an important factor in all educational questions, but it is in no special way the "sure basis of the place of art in education." Self-expression leads at times to some disagreeable personalities when it has not been associated with self-control.

POPULAR ASTRONOMY

(1) *How to Enjoy the Starry Sky.* By M. WOODWARD. (2s. 6d. net. Hodder & Stoughton.)

(2) *Astrophysics: the Characteristics and Evolution of the Stars.* By Dr. W. M. SMART. (6d. Benn.)

(3) *The Sun, the Stars, and the Universe.* By Dr. W. M. SMART. (12s. 6d. net. Longmans.)

The number of popular books on astronomy has increased to such an extent of late years that any fresh venture needs, in addition to the obvious requirements of literary and scientific adequacy, something fresh in its aims, method of treatment, or subject matter in order to justify its existence. (1) Mr. Woodward's book differs from most in aiming to arouse interest rather than impart astronomical knowledge. This is attempted by means of literary or historical allusions and interesting legends relating to the stars, collected by one who is himself obviously an enthusiast. The greater part of the book deals with those constellations visible from the Northern Hemisphere, illustrated by outline drawings of the traditional figures. This is preceded by two chapters on the Solar system, "Moonshine" and "The Wandering Stars." (2) The fact that Dr. Smart's little book was written for Benn's Sixpenny Series is in itself sufficient justification for its existence. It is naturally condensed in form, but does not

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sacrifice clearness to this end, and forms an excellent introduction to modern astrophysics. The study of the light reaching us from the stars opens up such wide and varied subjects as stellar magnitudes, variable stars, Novae, Nebulae, the spectra, velocities, nature, and evolution of the stars, all of which are concisely but adequately dealt with by the author. (3) There is perhaps less excuse for the appearance of Dr. Smart's larger book which follows more well-trodden ground. It is, however, as good as any previous book of the kind—better, indeed, than many—and may be fully recommended to "that section of the general public interested in scientific progress" as an authoritative, strictly non-mathematical, and eminently readable account of modern astronomy; those sections dealing with proper motions and stellar evolution being specially noteworthy.

Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

Hours in the Birmingham Art Gallery. By A. B. CHAMBERLAIN. (3s. 6d. net. Duckworth.)

Both the casual visitor, and the serious student, as well as the mature art lover and critic, are indeed fortunate in having a scholarly and sympathetic guide-book, such as this, to help them to understand and appreciate one of our most important collections. The Birmingham Art Gallery stands alone for its collection of the works of the Pre-Raphaelites, and David Cox; but in addition to these two outstanding groups of pictures, there is much which is indispensable for the student of modern British painting. The author of this book has had much to do with the formation of the great collection, which he so lovingly describes. He needs no introduction to the art-loving public, to whom he is well known as the author of a standard work on Holbein, and of other works on Romney, Gainsborough, and Constable. To those who do not know the Birmingham collection we would suggest that they take the first opportunity of visiting it, with this book in their hands. For ourselves we can only wish that it had been written thirty years ago.

Lessons in the Development of Pattern Design: For Use on the Blackboard with Coloured Chalks. By C. W. HOBBIS. (Cosmic Crayon Co.)

This book should prove useful to those engaged in teaching decorative design. Squared paper has its uses in a large class of pattern work, such as designs for rugs, tiles, and borders. We take exception, however, to the declared aim of the book, namely to help teachers who have had no special training in design to develop the subject on a sound basis. As an aid to design squared paper is excellent, as a crutch on which to lean it is fatal. In saying this we in no way wish to disparage a book which will help many a trained teacher to plan useful lessons for his classes, and which will also be helpful to designers in their practical work of pattern-making and application.

Mining Drawing and Materials of Construction. By H. C. HARRIS. A Complete Course in Three Parts. Part I. (3s. Blackie.)

Practical Handwork for Infants and Juniors. By MARTHA E. WAKEFIELD. (3s. 6d. net. Pitman.)

Peeps at Arts and Crafts. By GERTRUDE M. HECTOR. (2s. 6d. net. Black.)

The Story of Architecture in England. By W. H. GODFREY. I. *From Roman Times to the Reformation.* (6s. 6d. net. Batsford.)

The Gothic Revival: An Essay in the History of Taste. By K. CLARK. (21s. net. Constable.)

Thomas Bewick, the Tyneside Engraver. By B. ANDERTON. Second Edition. (Newcastle-upon-Tyne: Mawson, Swan & Morgan, Ltd.)

Ortho-Artcraft (Ortho-Printing) and Glass-Printing. By Dr. T. B. HYSLOP. (2s. 6d. Amateur Artist Publishing Co.)

The Art for All Water Colour Series. Trees. (2s. 6d. net. Pitman.)

Drawing: From Drawing as an Educational Force to Drawing as an Expression of the Emotions. By A. S. HARTRICK. (10s. 6d. net. Pitman.)

Handcraft in Wood and Metal: A Handbook of Training in their Practical Working for Teachers, Students, and Craftsmen. By J. HOOPER and A. J. SHIRLEY. Third Edition, Revised and Enlarged. (10s. 6d. net. Batsford.)

Life and Work of Sir Norman Lockyer. By T. MARY LOCKYER and WINIFRED L. LOCKYER. With the Assistance of Prof. H. DINGLE and Contributions by Dr. C. E. ST. JOHN, Prof. M. N. SAHA, Sir N. SHAW, Prof. H. N. RUSSELL, the Rev. J. GRIFFITH, Sir R. GREGORY, and Prof. A. FOWLER. (18s. net. Macmillan.)

Mary II: Queen of England, 1689–1694. By NELLIE M. WATERSON. (12s. 6d. net. Durham, N. Carolina: Duke University Press. London: Cambridge University Press.)

David Livingstone: Explorer and Prophet. By C. J. FINGER. (7s. 6d. net. Allen & Unwin.)

The Mission of Greece: Some Greek Views of Life in the Roman World. Edited by R. W. LIVINGSTONE. (7s. 6d. net. Oxford University Press.)

Mr. Livingstone is already well known from his "Pageant of Greece" as one of the most distinguished scholars of the day who have devoted themselves to the work of popularizing the classics. His previous book was chiefly concerned with the literature of the classical age; the present volume is well called "The Mission of Greece," for it deals with what Greek thought had to give in the way of guidance and help to those who in the first two centuries of our era found themselves suddenly cast astray in the world after the breakdown of the Greek πόλις. This was a devastating blow to the Greek, for his city-state had been his all in all. Now that it had failed him, philosophy could no longer be a matter of abstract speculation in the closet, but had to face the very practical problem of how man ought to direct his life in a very changed world. Mr. Livingstone well explains in this connexion the different appeals of the three great schools of Cynicism, Stoicism, and Epicureanism. He says that his book is primarily intended for the general reader, but that it may interest others. Of this there can be no doubt. Classical scholars are only too prone to assume an end to Greek influence and tradition with the loss of Greek freedom. This was far from being so, and Mr. Livingstone's book will be of inestimable value if it only serves to show all such what was the real significance of men like Appollonius of Tyana or Aelius Aristides. At the same time the general reader will find the book not only illuminating, but actually fascinating.

A Handbook of Greek Mythology, including Its Extension to Rome. By Prof. H. J. ROSE. (16s. net. Methuen.)

Teachers of the classics, as Prof. Rose remarks of himself, have long been in need of a good handbook of Greek mythology, and they now have every reason to be thankful to Messrs. Methuen for undertaking the publication and that their choic fell on Prof. Rose to write it. Such a task demands great learning and reading, combined with an attractive mode of presentation. Prof. Rose happily possesses all these gifts; his clear fresh style, his sense of proportion and humour, his discretion of judgment have prevented the book from becoming what a work on mythology can so easily become—a portentous work of reference. Various chapters deal with the Beginning of Things, The Children of Kronos, The Queen of Heaven and other Gods (lesser and foreign), Cycles of Saga, Legends of Greek Lands, and a well-named chapter on Italian Pseudo-Mythology. Paragraphs in smaller print, inserted in the text, contain less known variations or details of legends or interpretations, and ample notes at the end of each chapter give the necessary references to original authorities and to those large modern works such as Roscher's Lexikon, Gruppe, and Preller-Robert, which have alone made possible, as the author says, his own "compilation." There is an excellent index of mythological names, Greek and Latin, with the quantities marked, and a brief bibliography of primary authorities. This book ought to find a place in all classical sixth form and school libraries, and every teacher of classics in higher forms ought to possess it for himself; he will find countless opportunities to use it to the interest and instruction of his form.

Readings from Cicero. VERRES. Edited by A. DUTHIE. (1s. 6d. Harrap.)

Cicero. The Politician: Being the Pro Sestio and Philippic II, Partly in the Original and Partly in Translation. Edited by H. L. ROGERS and T. R. HARLEY. (3s. 6d. Clarendon Press.)

Sensim: A Systematic Course in Latin Unseen Translation. By R. D. WORMALD. Book I. (1s. 9d. Arnold.)

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ENGLISH, POETRY, AND DRAMA

An English Course for Secondary Schools: Prepared to meet the Requirements of School Certificate and Examinations of a similar Standard. By E. J. KENNY. (3s. 6d. University of London Press.)

The lessons cover a wide ground, and the exercises are varied and ingenious.

Izaak Walton. Lives of Donne and Herbert. Edited by S. C. ROBERTS. (2s. 6d. Cambridge University Press.)

A daintily printed edition, with brief but adequate notes.

Our Oral Word as Social and Economic Factor: With a Comprehensive Group of Old World Euphonetigraphs. By M. E. DE WITT. (7s. 6d. net. Dent.)

A companion volume to the same writer's "Euphon-English and World Standard English." The earlier work reproduced a number of New World "euphonetigraphs," this one gives a large assortment of Old World "euphonetigraphs"—i.e. it attempts to reproduce accurately by symbols the speech of various cultivated Englishmen. The "graphs" are followed by numerous notes, but the key is in the first volume. The author's object, as expounded in the introductory chapters, is to promote the unity of the English-speaking races by assisting the movement towards standardization of language.

What is Love? By E. M. DELAFIELD. (7s. 6d. net. Macmillan.)

Miss Delafield's story deals mainly with the love affairs of four people, Ellie Carey and her brother Lionel, her cousin Victoria, and a handsome young philanderer, Simon Lawless. Ellie, young, beautiful, but somewhat gauche and old fashioned, bestows the ardent love of her romantic heart on Simon, gay, debonair, and superficial, a devotee of dancing and absorbed in numerous affairs of the heart. Lionel, who in character and outlook resembles his sister, has been for some years in love with Victoria. Ultra-modern, witty, an expert dancer and a connoisseur in dress, she belongs *par excellence* to her age, but, unlike Simon, is yet able to appreciate and respect the superior qualities of Ellie's character. Ellie does not marry Simon, neither does Lionel marry Victoria, but for the complete story of the development of their relations the reader must turn to the book itself. He will find it interesting, and although at the end he may still be without an answer to the query in the title he will have to admit that Miss Delafield has written a very readable story and that in her skilful treatment of love in its various aspects she has depicted in vivid portraiture a number of true-to-life people.

(1) *Familiar Letters on Important Occasions.* By S. RICHARDSON. (10s. 6d. net. Routledge.)

(2) *Richardson.* By B. W. DOWNS. (6s. net. Routledge.)

In the revival of interest in the eighteenth century Richardson's turn was bound to come. There is plenty of entertainment in the "Familiar Letters" (1) now reprinted for the first time since his century closed; and in virtue of their brevity they are likely to find more readers than the novels. Mr. Down's introduction gives an amusing history of the genre of polite letter-writing. His book on Richardson (2) in the new biographical and critical series, "The Republic of Letters," disposes briefly of the life, but discusses at length the art of the novels and their far-reaching literary influence. He is an able critic, though curiously unsympathetic in his allusion to "The Vicar of Wakefield."

Contemporary Movements in European Literature. Edited by Dr. W. ROSE and J. ISAACS. (10s. 6d. net. Routledge.)

The revised form of a set of lectures recently delivered in King's College, London. They present a highly interesting survey of contemporary literary movements in Europe. The trouble is to distinguish between vital movements and passing phases—like the decadence of the nineties in England—which may be mainly froth upon the surface of national life. But even a frothy movement may acquire historical importance, if only by provoking a healthy reaction.

English Studies: Reading, Speaking, Writing for Senior Classes. Senior Book III. By W. J. GLOVER. (Paper, 1s. 4d. Cloth, 1s. 5d. Cassell.)

One feature of this unpretentious work is the freshness of the passages chosen for study and imitation, as, for example, "The Ass Meditates" from James Stephens's "The Demi-Gods," or Ruskin's characteristic letter to Kate Greenaway, and his scathing retort to an impertinent critic. We admire the economy of space which has utilized every extract to its fullest extent to suggest independent work in word-building, summarizing, figures of speech, and, above all, in paragraph-building for the prospective pupil of from 12 to 15. No portion of its 120 pages is wasted, and it can certainly claim to be, as far as it goes, a thoughtfully-planned course of practical composition.

The Torch Adventure Library. (1) *The Witch-Doctor.* By F. FEATHERSTONE. (2) *The Torch.* By K. HAWKINS. (3) *The Courage of Wong Dan.* By S. C. HARRISSON. (4) *The Broken Vow.* By R. HOBDEN. (2d. each. Edinburgh House Press.)

(5) *In the Furnace: Stories of Chinese Christians in Revolution Years.* By G. G. BARNES. (1s. Edinburgh House Press.)

(6) *Ten Weeks in China.* By MARGARET E. WENHAM. (1s. Edinburgh House Press.)

The immediate purpose of these stories, each of which tells a tale of heroism and adventure, is, seemingly, to supplant the boys' "penny dreadful," but the authors are above all concerned to point out the fine qualities in races other than our own. All are founded on fact and strive to reflect faithfully actual conditions in foreign lands. (6) is a simple, homely account of what could be seen in an English girl's short visit to Peking and Shansi, where she was the guest of missionaries and with them went on a tour through country villages. Her visit, begun in February, ended abruptly in April, 1927, when the inland mission station had to be evacuated.

(1) *Hitopadésa: The Book of Wholesome Counsel.* A Translation from the Original Sanskrit by F. JOHNSON. Revised and in Part Re-written, with an Introduction, by Dr. L. D. BARNETT. (21s. net. Chapman & Hall.)

(2) *The Unconquered Knight: A Chronicle of the Deeds of Don Pero Niño, Count of Buelna.* By His Standard-Bearer, GUTIERRE DIAZ DE GAMEZ. Translated and Selected from "El Vitorial" by JOAN EVANS. (10s. 6d. net. Routledge.)

Two exceptionally well-produced translations of little-known, yet historically important, works. The "Hitopadésa" (1) is a late Sanskrit collection of beast-fables interspersed with moral reflections, probably composed in Bengal between the ninth and twelfth centuries. Mr. Johnson's translation has clearness, grace, and vivacity, and Dr. Barnett's introduction sets out adequately the interest and significance of the work. "The Unconquered Knight" (2) is the flattering portrait of a Spanish knight of the early fifteenth century, Pero Niño, Count of Buelna, drawn by his standard-bearer, Diaz de Gamez. It is a genuinely medieval chronicle, especially in the contrast between the ideals it professes and the deeds it relates. The translation is readable and appropriate in style, and the illustrations from miniatures are of great assistance to the enjoyment of the text.

(1) *The Plain Speaker.* By WM. HAZLITT. (2) *A Tour Through England and Wales: Divided into Circuits or Journies.* By DANIEL DEFOE. Vols. 1 and 2. (2s. net each. Dent.)

It is a striking testimony to the wealth of English literature that such first-rate material should still be available for additions to a series so voluminous as "Everyman." "The Plain Speaker" (1) contains some of the best essays of perhaps the best of all our essayists. Defoe's "Tour" (2) gives a surprising picture of the commercial activity of seventeenth-century England.

The Silver Thorn: a Book of Stories. By H. WALPOLE. (7s. 6d. net. Macmillan.)

"The Silver Thorn was the Consolation Prize. It was the best prize of all—but that was because he liked best the one who lost the race." Hugh Walpole, likewise, shows a deep affection for the losers in the race of life. In this collection of stories he deals sympathetically and intimately with the insignificant, lonely, shy people, who are ignored, or thrust aside in the bustle of human activity, and who, shrinking from the experiences of life, turn to things, rather than to men, for consolation. He shows us, too, how some sudden appreciation of the beautiful, or some neglected, deep-lying passion, will stir the most ordinary people to unexpected actions. Billy Gabriel, after fifteen years of apparently happy married life, realizes that his love of etchings is greater than his love for his wife; Captain Ford, that haughty English officer, surrenders to the simple beauty and romance of the Russian land and people. Our gratitude to Mr. Walpole is great for introducing us to these simple, unimportant folk from the world's point of view, yet extremely lovable to us who see them with the aid of his kindly imagination, understanding, and chivalry.

Jorrocks' Jaunts and Jollities. By R. S. SURTEES. *A New Book of Sense and Nonsense.* Edited by E. RHYS. (2s. net each. Dent.)

Although a generation has arisen that knows not Jorrocks, that worthy grocer-sportsman of the simple mind and mighty

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appetite was widely known and loved in the days when R. S. SURTEES was recording his adventures in the pages of the *New Sporting Magazine*. Jorrocks was an intimate friend of Thackeray, and is said to have inspired Dickens with the idea of Mr. Pickwick. Many will take delight in this new edition of his exploits at home and abroad. In his "New Book of Sense and Nonsense," Mr. Rhys has gathered gems from the works of ancient and modern writers, making a veritable treasure house of wit, gaiety, and satire. To lovers of sheer, irresponsible fun, his collection of humorous verse and prose will make a ready appeal. Both these recent additions to the popular Everyman's Library will be much appreciated by all who enjoy the lighter side in fiction.

Selections from Swift. Edited by W. T. WILLIAMS and G. H. VALLINS. (2s. Methuen.)

Selections from Evelyn's Diary. Chosen and Edited by H. A. TREBLE. (2s. Methuen.)

Gerard and Denys: Taken from the Novel Entitled "The Cloister and the Hearth." By CHARLES READE. (1s. Nelson.)

Practice Handbook in English Composition for College Students. By Prof. P. C. HARVEY. (6s. 6d. New York: Macmillan.)

Macmillan's Class Readers. First, Second, Third, and Fourth Primers. (2d. each. Macmillan.)

The Goodman of Paris (Le Ménagier de Paris): A Treatise on Moral and Domestic Economy by a Citizen of Paris (*c.* 1393). Now first translated into English, with an Introduction and Notes, by EILEEN POWER. (12s. 6d. net. Routledge.)

Poets and Poetry. By E. J. S. LAY. (Junior Books I and II, 9d. each. Junior Book III, 10d. Macmillan.)

The novel feature of this series, distinguished by the unusually large proportion of verse for little children by living writers, is the grouping of the poems in sections, each preceded by a few notes very simply written with the object of creating a suitable atmosphere in the child's mind for the appreciation of the poems.

A Poetry Book for Boys and Girls. Compiled by A. WATSON BAIN. Part III. (3s. 6d. Cambridge University Press.)

The arrangement of poems seems to be, as in the "Golden Treasury," partly determined by chronology and partly by grouping in accordance with subject and tone and (in the case of ballads and sonnets) form. The book is meant for readers from 14 upwards, and ranges from Spenser to Hardy. It is a delightful selection, though as a school anthology it has the disadvantage of excluding many old favourites. The Cambridge printers have set out the poems most attractively.

Plays of Myth and History: Beowulf and Grendell, Anlaf the Sea-King, Harold the Saxon, "1066." By H. W. WHITBREAD. (3s. 6d. net. Wells Gardner, Darton & Co.)

The Moving Finger: Historical Plays. By M. F. Wadmore. (3s. 6d. net. Wells Gardner, Darton & Co.)

These are two books of plays to be used in connexion with the history teaching in schools. The first includes four plays, while the second contains fifteen, each of which can be performed by a class in the course of a single lesson. Mr. Whitbread's four plays are set in the pre-Conquest period, and are based on episodes taken from the poems of Beowulf, the Battle of Maldon, and Roman de Rou. The way of the producer is made easy by the precise directions and the detailed instructions for the making of armour and other necessary properties. The subject matter used in the second volume covers a far wider range from the time of Gilbert de Clare to that of the Jameson Raid. Miss Wadmore is to be congratulated both on her use of historical material and on her ability to choose effective titles for the attractive plays which she has brought together.

The Ariel Poems. 9. *The Chanty of the Nona.* Poems and drawings by H. BELLOC. 10. *Moss and Feather.* By W. H. DAVIES. Drawings by W. NICHOLSON. 11. *Self to Self.* By W. de la MARE. Wood Engravings by B. HUGHES-STANTON. 12. *Troy.* By H. WOLFE. Drawings by C. RICKETTS. 13. *The Winter Solstice.* By H. MONRO. Drawings by D. JONES. 14. *To My Mother.* By S. SASSOON. Drawings by S. TENNANT. 15. *Popular Song.* By EDITH SITWELL. Designs by E. BAWDEN. 16. *A Song for Simeon.* By T. S. ELIOT. Drawings by E. McK. KAUFFER. 17. *Winter Nights: A Reminiscence.* By E. BLUNDEN. Drawings by A. RUTHERSON. (1s. net each. Faber & Gwyer.)

It is to be regretted that all the poets who have contributed to this attractive and intriguing series were not able, like Hilaire Belloc, to provide their own illustrations. Siegfried Sassoon's tribute to his mother is, for example, prefaced by something that might be a credit to a bright child in a nursery, but will not be appreciated by a wider public. Miss Sitwell's "Popular Song" is either vaguely reminiscent of an old music-hall ditty or suggests the effect of much modern syncopation. The advanced modern can find something to his taste in this collection, while there is much beautiful poetry for the more conservative.

The Poetical and Dramatic Works of Sir Charles Sedley, Collected and Edited from the Old Editions. By Prof. V. DE SOLA PINTO. With a Preface on the Text, Explanatory and Textual Notes, an Appendix Containing Works of Doubtful Authenticity, and a Bibliography. 2 Vols. (52s. 6d. net. Constable.)

Of the Restoration poets Sir Charles Sedley has had to wait long indeed for due recognition. Palgrave and the "Oxford Book of Verse" represent him only by two lyrics, the same two, neither of them giving "Phyllis is my only joy" or the exquisite "Love still has something of the sea, From whence his mother rose." No edition of his works has appeared since 1778. Now at long last he comes to us in two handsome and beautifully printed volumes, with photogravure portraits of himself and the Countess of Dorchester, explanatory and textual notes, bibliography, and appendix of poems of doubtful authorship. Prof. de Sola Pinto, who has thus nobly followed up his "Study" of last year, and Messrs. Constable have earned congratulations on the production of a fine and definitive edition.

(1) *New Paths on Helicon: A Collection of Modern Poetry.* Parts 1 and 2. Edited by H. NEWBOLT. (1s. 9d. each. Nelson.)

(2) *A List of Plays: For Young Players and Others.* Compiled by the Junior Plays Committee of the Village Drama Society. (2s. Nelson.)

Yet another anthology (1) of modern verse for schools. The special interest of this one is that, besides being the choice of a poet, it contains his appreciations of his contemporaries. The carefully classified and fully annotated lists of plays in (2) should be immensely useful to all who have to choose plays for children's acting.

The First Book of School Plays. Plays Without Music. The Second Book of School Plays. Plays With Music. The Third Book of School Plays. Plays for the Younger Ones. (2s. 6d net each. Evans.)

There are few teachers who have not at some time or other wrung their hands over the seemingly impossible task of finding at short notice a suitable play for school or class entertainment. Such an emergency these three volumes, with their variety and wealth of material, are designed to meet. Book I contains seventeen plays, some in verse, some in prose; Book II, six plays with full musical score; Book III, twenty-one plays, including five with musical accompaniment, for very young actors. Full instructions for staging are given, and the costumes and setting required are of the simplest.

Readings from British Drama: Extracts from British and Irish Plays. By Prof. A. NICOLL. (10s. 6d. Harrap.)

Professor Nicoll's aim has been to make a collection of representative passages which illustrate the characteristics of British drama from the Middle Ages to the present day. It is therefore quite different from the aim of Charles Lamb, who in his famous "Specimens" sought to gather together the finest scenes from the dramatists and offer aesthetic criticism upon them. Hence the literary value of Prof. Nicoll's compilation cannot be so great, but his erudition makes him a very competent guide for the historical student of British drama.

Come Hither: A Collection of Rhymes and Poems for the Young of all Ages. Made by W. DE LA MARE New Edition, Revised and Enlarged. (Cloth, 10s. 6d. net. Leather, 15s. net. Constable.)

The Oxford Book of Regency Verse, 1798–1837. Chosen by H. S. MILFORD. (8s. 6d. net. India Paper, 10s. net. Clarendon Press.)

The Oresteia: Translated into English Rhyming Verse. By Prof. G. MURRAY. (7s. 6d. net. Allen & Unwin.)

The Shorter Shakespeare. First Series. Abridgments of *The Tempest, A Midsummer Night's Dream, and As You Like It.* Made by C. JAMES. (1s. Nelson.)

Shakespeare's Tragedy of King Richard the Third. Edited by EVELYN SMITH. (1s. 9d. Nelson.)

The Dynasts: An Epic-Drama of the Napoleonic Wars. By THOMAS HARDY. Scenes Selected and Edited by J. H FOWLER. (1s. 9d. Macmillan.)

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HISTORY

An Outline History of the Great War : For Use in Schools. Compiled by G. V. CAREY and H. S. SCOTT. (3s. 6d. Cambridge University Press.)

Major Carey and Captain Scott, both of them gallant soldiers and cultivated scholars, have produced a history of the War of 1914–18 which is a marvel of accuracy and condensation. It is, moreover, furnished with an apparatus of maps and illustrations that admirably illuminate the text. For the general reader who wishes to recall the tremendous events of ten years ago, or for the student in the military academy, it is a first-rate handbook. We sincerely trust, however, that it will never be procured " for use in schools." For nothing could justify the assignment of the scanty periods assigned to history in the school time-table to the minute study of the meaningless details of these four dreadful years.

Illustrated History. By R. POUND. Illustrations by A. E. HORNE. (3s. 6d. net. Bles.)

Mr. Pound has succeeded in providing a fascinating introduction to history by way of biography. He has taken twenty-five eminent men, ranging chronologically from the Venerable Bede to Lord Roberts; he has summarized the main facts of their careers in a series of a dozen brief paragraphs each, and to each paragraph he has appended a vigorous black and white illustration. Hence the volume is at once a text-book and a picture-book—four pictures to a page, about 300 in all. The idea is an admirable one and the book is amazingly cheap. Some day, we hope, it may be possible to produce a better, if more expensive edition, with superior plates.

Nineteenth Century Europe. By R. B. MOWAT. (2s. 6d. Nelson.)

A General Survey of British History. By Dr. R. S. RAIT. Vol. I. *From the Earliest Times to* 1603. Vol. II. *From* 1603–1924. (2s. 6d. each. Nelson.)

Messrs. Nelson have planned, under the skilled editorship of Mr. John Buchan, a remarkable and comprehensive series of historical text-books which, when complete, will comprise thirty-four volumes. Six of these are to be devoted to general surveys; the remainder will consist of more detailed studies of limited periods. We have now before us the two volumes containing the " General Survey of British History," and also one of the sectional studies of European History. Mr. Buchan has secured the services of historical writers of the first rank, and the excellence of the sketches they have written augurs well for the success of the series. Though necessarily extremely condensed, they present the essential facts with admirable precision.

Mary II : Queen of England, 1689–1694. By NELLIE M. WATERSON. (12s. 6d. net. Durham, North Carolina : Duke University Press. London : Cambridge University Press.)

This volume of a couple of hundred small pages consists of a dissertation which an American graduate prepared for a research degree at Oxford. It has the solid merit of successful works of that class, with fewer than usual of the literary defects that tend to make them difficult reading. Miss Waterson's careful, accurate, and well-documented study throws interesting light not only on the attractive character of the wife of William III, but also on the stirring times in which she lived. It is unfortunate that, as is the case with most American books nowadays, the price in English money is exorbitantly high.

Fundamental Problems of Life : An Essay on Citizenship as Pursuit of Values. By Prof. J. S. MACKENZIE. (12s. 6d. net. Allen & Unwin.)

The Return to Laisser Faire : The Case for Individualism. By E. J. P. BENN. (6s. net. Benn.)

We place these two books together because, though to some extent they deal with similar problems, they provide the oddest of contrasts. The first is marked by strenuous thought and by a certain dignified restraint; the second by slap-dash assertion and blatant cocksureness. Dr. Mackenzie implies, if he nowhere actually states, that modern education is doing very well for the community; Sir Ernest Benn says that " the word ' education 'really means, in modern language, 'money for bureaucrats'." Both books cover much more ground than education. Dr. Mackenzie deals thoroughly and suggestively with the many aspects of the problem of citizenship, basing himself upon a conception of value which few have done more than he to elucidate. Notwithstanding a certain academic hesitancy, he provides a feast for the thoughtful student of social questions. As for Sir Ernest, it would require a whole issue of this *Journal* to deal with all the fallacies in a single chapter—that which is devoted to education. Let any one—except a person whose mind is made up about everything—read that chapter. Let him then reflect upon the condition of " the masses " now, and a hundred, or even fifty, years ago. Let him then reflect upon the certain part which the schools have played in producing the change. And then let him return to Sir Ernest Benn, and see what he makes of him.

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Prof. H. A. Wilson (2), whose wide experience as a teacher qualifies him as a lucid expositor of present-day theories, has summarized in interesting fashion the main outlines of modern physics. His book will be welcomed by the honours student who requires a survey of the field without unnecessary detail. The price is high, but the book is produced in excellent style, both printing and illustrations being of the highest order of merit. The quantum theory demands a novel type of atomicity in the relations between radiation and matter. Heisenberg initiated an important step in the development of the theory by introducing the matrix mechanics which has been extended by Born, Jordan, and Dirac.

A useful account of this method is given by Brillouin in one of the articles in the "Selected Papers on Wave Mechanics" (3). This matrix method makes less appeal to the physicist than the new wave mechanics, though it is satisfactory to find that the connexion between the two types of mechanics is so intimate that "from the formal mathematical standpoint, one might well speak of the identity of the two theories" (Schrödinger). The originator of the wave theory is Louis de Broglie, to whom Schrödinger acknowledges his indebtedness, but the latter has made such important advances that the two names will always be coupled as the founders of the theory. De Broglie suggested that a train of waves is assoc ated with a moving electron, Schrödinger goes one step further and regards an electron as actually consisting of a train of waves.

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It is universally recognized that the successful development and administration of education in the county are due to his wise counsel and untiring energy. The prestige which Middlesex enjoys as one of the foremost education authorities in the country has been enhanced by the personal distinction conferred upon Sir Benjamin Gott in recognition of his services both to national and local education. A brilliant scholar and an experienced teacher, he has always been a man of decided opinions and tireless industry. Combining with these qualities a shrewd busi- business instinct and a keen public spirit, he was not unnaturally drawn to administrative work.

It may be said that he quickly gained the confidence of his committee, and to few men has there been accorded a greater measure of freedom of decision and action. The extent of this freedom of decision and action is all the more remarkable when it is realized that he was bound by few rules and regulations—for Sir Benjamin Gott has often said that all the regulations of his committee could be printed on a single sheet of foolscap—and when it is remembered that he has repeatedly confessed his dislike for rules and regulations as such. It is true that rules make for uniformity and thereby simplify the work of an administrator, but Sir Benjamin Gott has never shirked the more difficult task of dealing with each problem on its merits. Firmly maintaining liberty of thought and action in himself, he possesses a strong sense of justice which has enabled him to value these characteristics in others and to hear with patience and understanding those with opposite views.

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Space permits only a passing reference to his valuable work on numerous committees on which he has found time to serve, including the Adult Education Committee, the Burnham Technical and Secondary Committee, and also the Emmott Committee whose report "The Next Step in National Education," revealed that the members of the Committee had reached independently many of the conclusions found in the Hadow Report.

The high opinion in which Sir Benjamin Gott is held by contemporary educationists cannot better be illustrated than by quoting the Chairman of the Education Committee of the London County Council, who stated recently that, looking over the history and the development of education in Middlesex during the past quarter of a century, if he were asked to sum up Sir Benjamin Gott's work he should say that he had justified to the full the Education Act of 1902. In Middlesex there was a proper liaison from the elementary school up to the university, and for its effective and successful existence, Middlesex had to thank very largely the education officer, Sir Benjamin Gott.

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Foreign and Dominion Notes

UNITED STATES

Farewell and Hail!

Two time-honoured champions of educational reform—*School and Society* (established as the *School Journal* in 1874) and the *Educational Review* (established by Nicholas Murray Butler in 1891)—have been led by the changed times to join forces, and will in future appear as one paper with the characteristic features of both. The *Review* has long been one of our most valued allies. Shortly after its appearance the present writer contributed to its columns an article on Early Educational Periodicals, and quite often in recent years it has done us the honour of quoting freely from our own pages. May we now venture to borrow from it—as its most fitting epitaph—the following paragraph: "Regardless of popularity and cost the *Educational Review* was originally intended to be a missionary organ. It was written for earnest and scientific students of education in a period when scientific study of the subject was a suspected industry, and it was the bitter opponent of personal and partisan politics in education, when political influences were rampant. It has raised the intellectual tone of the teaching profession, and has helped to give it new courage and a unity of thought and purpose. . . . Its place as a technical journal has now been taken by a dozen specialized publications which have arisen in the past twenty years, and the journalistic sources of educational news are far more numerous and effective than they used to be. . . . There ought still to be room for one general magazine of such distinctly literary and idealistic character. Since, however, it has been decreed that the name and form must vanish, it is most fortunate that the spirit and substance are to be preserved in a journal that has so clearly won its way to educational leadership as *School and Society*." We can assure the new weekly that it will be no less welcome than the old monthly. We have indeed already put it under contribution for the following Note—abridged from an article (November 17) on Education in the Republic of Turkey.

TURKEY

Transformation.

Public education before the war seems to have been concerned almost entirely with religion or militarism—the Koran or the Sword. A university for law and medicine had, it is true, been established in Stamboul as long ago as 1845. And private schools, controlled either by foreigners or by minority religious groups, had long existed. And the Young Turks (after 1908) had even admitted women to such education as there was. But the Revolution (1920) inherited a mere "educational patchwork" and at least 90 per cent of illiteracy. Reform began at once, and has since been vigorously continued—partly under the personal supervision of Dr. John Dewey, upon whose theories (especially as enunciated in his *School and Society* and *Democracy and Education*) the new system of elementary education has been largely based. The primary school is free, compulsory (though not yet universal) and co-educational, with a combination of "project method" and subject teaching, and with a curriculum which includes drawing, music, handicrafts, and games, and one hour a week each for the Koran and the life of Mahomet. Although the Republic of to-day is so much smaller than the former Ottoman Empire, the number of schools has already increased by more than 100 per cent, and of pupils by more than 50 per cent. Secondary education includes "middle schools" (all co-educational), lycées (some co-educational), and various forms of vocational schools. Higher education is provided by the old and new universities of Stamboul and Angora, and by institutes of Geography, Anthropology, Fine Arts, and (notable advance!) Public Service.

Honour to Music.

Of normal schools there are already twenty-five in existence and more under construction. A striking indication of "the new passion for Occidental music" is a special training college for music teachers with a course lasting five years. There is also, it seems, such a new passion for Occidental physical exercises (including football and other sports) that special normal schools for that subject are about to be established. The output of trained teachers is steadily increasing (50 per cent in two years) but does not yet meet the demand. Hence numerous vacation courses, in town and country, which last year attracted some 3,000 students. The more ambitious teachers, however, greatly desire foreign training, and a large number (both academic and technical) have already qualified for travelling scholarships in France, Germany, Belgium, Czecho-Slovakia, and Sweden.

"The examinations for the twenty-six vacancies allotted to Constantinople took place this year in August, and lasted twelve consecutive hours. No one was allowed to leave the room, but a frugal and silent meal was served. In mathematics and physics a third of the candidates were women, in natural science less than a quarter, in geography and history none, in foreign languages all."

Religion and Minors.

Private schools (referred to above) have fallen considerably in number (from 1,300 to 300) owing partly to territorial losses, partly to governmental action. Religion in all secondary schools is prohibited by law—which even forbids discussion of religious problems with minors whether in or out of school." For adult education there is much eagerness, and last winter a hundred evening centres were open with an attendance of over seventy thousand.

A New Alphabet.

But perhaps the greatest single educational reform has been the Latinization of the alphabet—prescribed by the Education Bill of 1926. The new form was officially issued last summer with 29 characters instead of 482. A new dictionary is also in preparation. Mustapha Kemal, himself a keen educationist, is reported to have spoken of this change as "the crown of the Revolution." And in a recent speech he made this special appeal: "Citizens, much has been accomplished, but to-day there is something new to be done. It is not the last task, but it is now the most necessary. We must all, as a patriotic duty, quickly learn the new Turkish characters. Then a little later every Turk will know them, and our nation will show in its writing and by its culture that it is on a level with the other nations of the civilized world." The change does not become obligatory till January, 1931.

BI-CENTENARY OF BURKE AND GOLDSMITH.—From December 10 to 12, Trinity College, Dublin, was *en fête* to celebrate the bi-centenary of two of the most eminent of her sons. A distinguished gathering, which included representatives of English and Scottish Universities, and of the Government of the Irish Free State, attended the various celebrations. Lord Birkenhead delivered an oration on Edmund Burke, in the University Theatre on December 11, and spoke more informally, and very humorously, at the commemoration reception of the College Historical Society, on the following day. Edmund Burke was a former secretary of this Society, and the minutes in his handwriting are preserved, and were on view with other relics. The oration on Oliver Goldsmith was delivered on December 10 by Mr. Stephen Gwynn, with the grace and charm which one has learnt to associate with his writings. The University Dramatic Society gave a special performance of Goldsmith's comedy, "The Good-Natured Man"; and the guests were entertained at a banquet by the Board of Trinity College. There was gratifying evidence at the celebrations that the New Ireland is proud to share the honours of the Old; and that Trinity College, which was for so long regarded as the University of the ascendency party, will be permitted and encouraged to play her full part under the new régime.

* * *

HANDWRITING COMPETITION.—The report of the adjudication committee of Waterman's National Handwriting Competition has now been published. Over 14,000 schools competed, and the list of competitors numbered over 760,000. The report is signed by Sir Arthur Quiller-Couch and Mr. F. Roscoe, and includes the following statement: "We are convinced that teachers have the power to make or mar the handwriting of future generations, and we think that an effort should be made to arrive at some agreement as to the elements of a style which might be adopted everywhere. It should be easy to acquire, free from mannerisms, and based on simple forms which will endure the stress of rapid work, while having inherent qualities of legibility and good proportion. Consideration of the examples in this competition leads us to suggest that the best basic forms are round, not pointed, rather upright than inclined, free from exaggerated thick and thin strokes and from superfluous twists and twiggles, each letter being always of the same form and size, with the joinings similarly uniform throughout, and with good space between words. We urge also that good handwriting should not be hampered by poor ink and unsuitable pens, such as are evidently now imposed on teachers and pupils. Nobody can take pride in working with cheap makeshifts, and these young writers deserve better consideration."

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Topics and Events

THE UNIVERSITY VOTE.—The National Union of Societies for Equal Citizenship, 15 Dean's Yard, London, S.W. 1, has published an instructive pamphlet under the title: "Women Graduates: Claim your Vote" (price 1d.). This explains in simple language, the qualification for a university vote, the methods of claiming the vote, and of voting. Since the procedure varies, a separate paragraph is given to each university in England, Scotland, Wales, and Northern Ireland. It gives all the information usually required by any graduate, man or woman.

* * *

HEREFORD CATHEDRAL SCHOOL.—At the annual Speech Day held on Friday, November 30, the headmaster, Dr. J. H. E. Crees presiding, the Dean of Worcester distributed the prizes. Dr. Crees stated that the year had been one of all-round success. Two scholarships had been obtained at the universities, nine higher certificates had been obtained, eight in classics. Nineteen school certificates had been won, and four candidates had obtained first-class honours, one with four distinctions. In 1931 the school would celebrate the five hundred and fiftieth anniversary of its founding.

* * *

WILLIAM BLAKE'S ORIGINAL DRAWINGS.—William Blake's illustrations for Young's "Night Thoughts" were presented to the nation in July, 1928, by Mrs. Frances White Emerson, of Boston, U.S.A. It was the wish of the donor that, before being deposited in the Print Room of the British Museum, these drawings should be exhibited in great provincial centres throughout the United Kingdom; and through the kindness of Mr. Geoffrey Keynes, to whom has been entrusted the allotment of these exhibitions, the City Museum and Art Gallery, Birmingham, has the privilege to be the first institution in which this intensely interesting and valuable collection is shown to the general public. The exhibition commenced on December 1, and will continue until February 28—the whole of the collection will be exhibited in rotation.

* * *

ALBERT KAHN TRAVELLING FELLOWSHIPS.—The Trustees of the above-named Foundation yearly elect one or more persons as Fellows. The essential object of the Foundation is to enable persons of proved intellectual attainments to enjoy a year's travel round the world, free from all professional pursuits, with a view to an unprejudiced survey of various civilizations, a comparison of other human values with those already known, and the acquisition of a more generous and philosophic outlook on human life. Women as well as men are eligible for election. The value of each Fellowship was originally £660; but since 1920 it has each year been raised, in order to meet the existing economic conditions, to £1,000. Candidates must be British subjects, graduates of, or persons who have passed the examinations required for a degree in some university in Great Britain or Ireland. Nominations are in the hands of the Vice-Chancellors of the Universities of Great Britain and Ireland, the President of the Royal Society, and the President of the British Academy, each of whom may nominate only one candidate each year. The trust is administered at the University of London, and further particulars may be obtained from the Secretary to the A. K. Trustees, The University of London, South Kensington, S.W. 7.

* * *

CAMBRIDGE LOCAL EXAMINATIONS.—The December examinations were held at 355 centres in Great Britain and Overseas. The total number of candidates was 16,144; 6,961 of these entered for the School Certificate, and 7,515 for the Junior Local Examination, 1,668 candidates entered for the Preliminary Examination now held only at certain Overseas centres. There were forty-eight centres in India, twenty-eight in Ceylon, twenty-four in the Straits Settlements, and Malay States, three in China, eighteen in Africa, nineteen in the West Indies, two in Chile; also in Aden, Baghdad, the Bahamas, Bermuda, British Guiana, British Honduras, Buenos Ayres, Fiji, Gibraltar, Mauritius, Monte Video, Panama, Seychelles, and in Italy and Switzerland. The regulations for the examinations to be held in July and December, 1929, may be obtained from the General Secretary, Syndicate Buildings, Cambridge, also regulations for the Higher School Certificate Examination to be held in July, 1929 and 1930.

* * *

THE NORMAN LOCKYER LECTURE.—Prof. J. Arthur Thomson in delivering the Annual Norman Lockyer Lecture under the auspices of the British Science Guild, on November 28th, gave timely emphasis to the contribution which biology makes to our mental culture. "The Culture Value of Natural History," is the title of his address, the widest connotation being assigned to "Natural History." The professor dwelt with his usual eloquence on seven ways in which biology enriches man's life: it gives him pictures whose meaning and beauty can be best appreciated by the mind equipped with knowledge of life-processes; it affords means of cultivating the aesthetic sense; it stimulates interest; it awakens wonder as to how the fauna and flora that to-day we see around us have come to be what they are; it provides mental gymnastics—"brain-stretching problems" that tax, nay defeat, even first-class intellects or their solution; it makes for a due appreciation of the fact that growth and development, relatively slow processes, are nature's paths to progress (the lecturer would on this account, *ceteris paribus* in matters of social legislation, trust the judgment of the country-bred statesman more than that of one wholly urban); and, lastly, it strikes an ethical note, for in a sense nature may be regarded as a book of revelation to help man in the conduct of his own affairs. Prof. Thomson concluded an inspiring peroration with these words: "It seems . . . true to say that there are trends in Organic Evolution which are in line with what man at his best has always regarded as best. Nature is not against us, but for us."

[Copies of the lecture may be obtained from the Secretary, The British Science Guild, 9 John Street, Adelphi, W.C. 2, price 1s.]

* * *

BATTERSEA POLYTECHNIC.—The annual report for the session 1927–28 of the Battersea Polytechnic, this being the first to be presented by the new principal, Mr. G. F. O'Riordan, has recently been issued. The chief developments referred to are the reorganization of the Mechanical Engineering Department, with recognition of the Polytechnic courses for the national diplomas and certificates in mechanical and electrical engineering, and the demolition of certain old buildings to make way for additional accommodation for the Chemistry and Domestic Science Departments. There was a small decrease in the number of day students, due probably to the fact that some surrounding county authorities are not granting sufficient assistance to their students, but the attendance at evening classes has increased, although the out-county fee problem is again a difficulty. Of the 256 students preparing for degrees of the University of London, 215 were working as internal students of the University, and it is stated that there is a marked increase in the members preparing for intermediate examinations. Brief accounts are given of the research work carried out during the past session, and there is a truly formidable list of examination successes, in both Polytechnic and outside examinations.

* * *

PHYSICAL TRAINING.—The November issue of *Physical Education* contains the first part of a survey of the training of men and women teachers of physical training. The present position in England is that physical training is compulsory in all schools, and obviously the requirements of the different types of schools are very different. The instruction given in the training colleges is generally sufficient for the elementary school teacher. For the secondary school mistress there are a few colleges providing a special three-year course; men have to be content with summer school courses. This leads to specialization in physical training, which is apt to be a great strain for older persons, and is also a "blind alley," or the physical training instructor has to teach other subjects. The result is that physical instruction is not a popular subject among teachers. The writer of the article thinks that the present three-year courses are too long and detailed, and it will be interesting to see what practical suggestions he has to offer to improve the present system of training.

* * *

CONFERENCE ON THE EDUCATION OF THE CITIZEN.—A Conference on the Education of the Citizen has been arranged by the National Union of Societies for Equal Citizenship and will be held in the Great Hall at University College, on February 8, during the afternoon and evening, under the chairmanship of the Duchess of Atholl. Various organizations connected with different aspects of education in citizenship will be represented. The object of the Conference is to obtain information as to the work on these lines which is being done at present and to co-ordinate the experience of those engaged in the teaching of citizenship. Further particulars and tickets may be had from the Secretary, N.U.S.E.C., 15 Dean's Yard, S.W. 1. Tickets are 2s. for each session or 5s. for the three sessions, including tea.

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The Teacher: Types, Contacts, and Interests

II.—THE TEACHER AS PSYCHOLOGIST

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College.

WHEN G. F. Duthie, one of the wisest schoolmasters of nineteenth century Aberdeen, found his fellow teachers discussing whether psychology was necessary as part of their equipment, he used to say: "But we are all psychologists, more or less." If this doctrine be accepted, the problem remains whether in the case of teachers it should be more *or* less. Like so many other problems this can be met by the statement: "It all depends." In this case the *caveat* is more justifiable than it sometimes is, because there are so many kinds of psychology, and so many different opinions about what psychology really is. There were always quarrels about the exact nature of psychology, but of late years the quarrels have become an uproar, and some of the newer psychologists clamour for the abolition of the term altogether, and for a fresh beginning under a new name.

Before coming to this desperate pass, let us look at the matter in the good old-fashioned way that most of us understand. It used to be called the study of the mind, or the soul, or some such plain thing like that, but even then people did not study it much. Teachers perhaps more than others, because it was included in their training courses. Indeed, the study would not have made the gigantic strides it has in the last fifty years had it not been for the fact that the demands of educational authorities for the instruction of teachers in this subject made it necessary to found university chairs to supply the necessary training. But when my old schoolmaster friend made his claim, the subject was not nearly so widely spread as it is to-day. Yet, even in his day people had begun to talk a great deal about psychology, though it must be admitted there was not quite the psychological babble that is now heard.

The truth is, that while there are very few psychologists in the technical sense of that term, there are a vast number of people interested in the subject-matter of psychology. Since that subject-matter in the last resort is ourselves, there is little wonder at the popular interest. There is not much that we are more inclined to be enthusiastic about than ourselves. To be sure a university student of psychology soon gets his ardour damped by the kind of stuff that is presented to him in the class-room and the laboratory. It is all very fine and learned, and well worth the student's time and attention, but it is not the sort of thing that the man in the street wants to know about. For him the subject stands for the study of people, and he does not quite see how tachistoscopes, algometers, ergographs, and the correlation formulae are going to help him. He has a certain justification for his claims in the fact that one of the finest psychologists who ever lived called his great work a *Treatise on Human Nature*. But it is a long cry back to David Hume, and old David would be sorely bewildered if he could visit some of our modern psychological lecture halls and laboratories.

If psychology were still carried on along Humian lines, there can be no doubt that all teachers should include it among their compulsory studies. But with the subject in its present state we must look carefully into the matter before urging teachers to take it up. While the embryo teacher is still in training he may be safely left in the hands of his trainers who are in the middle of affairs, know their way about, and have the right to direct his footsteps into the paths of psychology that shall prove of most value for him.

But with those in actual practice there arise questionings about how they stand professionally with regard to the newer developments. They are familiar with certain lines of psychological research that have a definite bearing on education. They have a fairly clear idea of the meaning of *correlation* and *mental tests*, and have made up their minds and taken sides on the practical problems that arise from them. They have looked into psycho-analysis with favourable or unfavourable eyes. Most of them don't like it, but at any rate they know what it is, and are able to take intelligent action with regard to it. But there are new and disquieting claims coming forward from those who are hesitatingly called the new psychologists. It was only the other day that the psycho-analysts claimed this title, yet now they are falling into the background to make room for a group of psychologists who want to turn everything upside down.

It is pleasant to realize that these iconoclasts are at present mainly in America, so we have still a little time to make up our minds how to deal with the new psychology. But not much. For the protecting Atlantic is narrowing and new movements are crossing more rapidly every year. An additional and more solid comfort is that even in America the new movement has not yet made any appreciable change in the attitude of the teachers.

The matter is complicated by the appearance of two claimants for the position of the new psychology. Here again there is a certain safety. We may pit the one against the other, and thus divide and conquer—if we want to conquer, for some of the teachers may actually welcome the change. Coming to the actual new schools of psychology, let us begin with the more virulent, the one that attacks what I was brought up to regard as the very foundation of all psychology. At college a favourite question used to be "Distinguish between a physiological fact and a psychological one." We regarded this as an extremely easy question, for all we had to say to get full marks was that the psychological fact was marked by consciousness, whereas the physiological was not. Consciousness indeed was the most prominent feature in psychology. So much so that when Prof. Stout wanted

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to get a fundamental name for the qualities that we were forbidden to call "faculties" any more, he hit upon the general name of "modes of being conscious."

We got a shock in those old days at being deprived of our faculties, but now a more severe shock seems impending, for the substitute that Prof. Stout reassuringly provided for us is in its turn in danger. For the extreme form of the new psychologists have no use for consciousness. They dislike it intensely, and would willingly dismiss it altogether from the world if they dared. Huxley, it will be remembered, fifty years ago cultivated the same dislike, and called the consciousness names—*epiphenomenon* being the favourite term of abuse. But now these iconoclasts propose drastic measures, and would eliminate consciousness altogether from our consideration. They maintain that we cannot do anything with consciousness. It is a drug in the market; a mere encumbrance. We cannot swap consciousnesses: you can never enter into mine, nor I into yours. In other words we know nothing at all about any consciousness but our own, and we do not know too much about that: so why keep it in our psychological vocabulary, cumbering the ground and leading to confusion?

On the other hand, we do know how people behave. There can be no doubt about that. By actual observation we can be quite sure of how other people conduct themselves. Why they behave as they do is a totally different matter. It is true we can ask them, but often they do not really know themselves, and when they do, the chances are that they will not tell us the truth, and we have usually no means at hand to test the truth of what they say. Science cannot carry on its work on hearsay evidence like that. So let us cut out consciousness altogether, and depend on our own inferences from what we can actually observe. Let us treat human beings as we treat apes and other dumb animals. As it is, we have to treat human beings at certain stages exactly as we treat apes in our investigations. What is to hinder us carrying on with speaking human beings in the way we have dealt with them at the non-speaking stage. In this way we will have to work only with facts that we can examine and criticize, and submit to the criticism of others. We shall thus have some control over the data on which we work, and we shall no longer be buffeted about by the winds of wavering doctrine, depending upon subjective evidence that cannot be submitted to an objective test. So these revolutionaries say, let us drop the old-fashioned methods of investigation, and in evidence of our sincere repentance for our old sillinesses let us drop the name psychology altogether and speak in future of *The Science of the Behaviour of Organisms*, or the shorter form *The Science of Behaviour*. Naturally the still shorter form *Behaviourism* has come into being, and practically fills the circle of the limelight for those enterprising new psychologists.

This revolt against consciousness is apparently very sincere among the behaviourists. They cut it out on all possible occasions. They have to admit its existence just as Huxley had, but they love it none the better for that. It would almost seem that they have what our friends the psycho-analysts might call a consciousness-complex, a fear of consciousness in all its forms, which might be fittingly called *synoidaphobia* and ranked with the other phobias with which the psycho-analysts make such play. It is not that the behaviourists fear consciousness, but that they find it very inconvenient. It prevents them, they say, from taking their proper rank among other scientific people. So long as consciousness takes its proper place in psychology, that science makes demands that no other science will admit. Subjectivity and objectivity are things for which the natural sciences have no use. They are content with objectivity, and have no room for the peculiar reactions that consciousness introduces.

The rival claimants for the position of the new psychology do not share the behaviourists' *synoidaphobia*, and accordingly are not so formidable and, indeed, are not formidable at all, but rather friendly and likely to be useful to us teachers. They find a place for consciousness in their system, and distinguish between the two kinds of evidence, external and internal. They admit all that the behaviourists claim in the way of learning what underlies behaviour. If they catch a man doing a piece of work they watch him at it, note the gradually diminishing output that goes along with certain symptoms that give indications of fatigue, and then conclude that he is fatigued. But they let the workman have a say in the matter, and ask him how he feels. His answer they accept as evidence confirming or contradicting the inferences drawn from his behaviour. Suppose the question put was "How do you feel?" the behaviourists would expect the answer "Fatigued." But if the workman replied instead, "Thirsty," the behaviourists might, probably would, be a little put out, but on re-examination they might find evidence that the man ought to be thirsty, and all would go well. But suppose the answer was "Disappointed," the behaviourists, having no means of checking up this statement, would reject it. The others would accept it. They distinguish between things that can be inferred from observation and things that can be known only by experience. The behaviourists, while admitting that they have experiences of their own, decline to accept the experiences of others as evidence.

The second group of new educationists we have hitherto referred to merely in so far as they differed from the behaviourists; but they have more than a purely negative excuse for existence. They have a definite theory of mental action, and a corresponding name. *Gestalt* is the German word for *form*, and these new psychologists are said to follow the Gestalt theory, because they maintain that all the elements of thought must be brought under certain forms before they can be properly understood. The American psychologists, not caring for foreign names, have invented the not very happy word *configurationist* to stand for the followers of the Gestalt school. Fortunately for us in England, Dr. Henry Sturt, of Oxford, has already dealt with the underlying ideas of the theory in his book called *Principles of Understanding* (1915), in which he uses the term *noesis*, which he defines as "cognition of form." The principle of noesis implies that nothing has a meaning in mere isolation. It is only when individual items are united together under some common head that they have a reasonable meaning. Noesis has the great advantage over Gestalt or Configurationism that it has two adjectives that exactly describe the two different kinds of experience that form the subject of study of this branch of the new psychology. Twenty different notes of the scale struck at random on the piano convey no meaning to a listener. This experience is *anoetic*. The same twenty notes struck in a certain order and at certain fixed intervals recall the air *God Save the King*. This experience is *noetic*. In drunkenness and in delirium we have anoetic experience, in watching a play or following an ordinary lecture our experience is noetic. Dr. Sturt's treatment of noesis cannot in any way disturb us, and the only uneasiness that need arise in connexion with the Gestalt theory is because of its connexion with behaviourism, and we have just seen that the German version of the Noesis theory is on the side of the angels, or at any rate, against the behaviourists.

With all these data before us, we are in a position to consider what the teacher's attitude ought to be with regard to psychology. Those of us who have gone through the psychological mill at the university, know very well that a great deal that we studied in the class-room and laboratory had no special value for us as professional teachers. But most of us feel that we are all the better for what we learnt there. It enables us to realize how we stand to-day in the more-or-less group. We see that while we and our colleagues have a certain knowledge of the subject-matter of psychology, we do not know it scientifi-

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cally, and we are not sure that so to know it would be any advantage.

Münsterberg used to warn off teachers from the study of psychology, and though towards the end he recanted and gave them some encouragement, I am not sure but that his first attitude was right—in view of the sort of thing he and others taught in the universities. Much of the work of James and Lloyd Morgan was, and is, of distinct practical value to teachers, but a great deal of elaborate and very valuable work from the cultural and pure science standpoint is quite inapplicable to the teacher's needs.

On the other hand, such a psychological movement as threatens the existence of consciousness, and neglects the possibilities of manipulating it, must command the teacher's careful and belligerent consideration. Many teachers are attracted by the delightful simplicity of the *behaviourist* position. There is something particularly attractive too in the suggestion that they are working on scientific principles, having got rid of all the semi-philosophical difficulties. But the practical people who are so enamoured of the simplicity purchased at the expense of the elimination of consciousness from their problem should consider whether it is quite scientific to attain simplicity by the omission of an essential element because it is troublesome. It is generally supposed that the method of science is to explain difficulties, not to eliminate them. The phenomena of consciousness are as real as the phenomena of conduct, and the science that picks and chooses among the matters to be explained scarcely comes up to the standard the plain man expects from those who claim to represent the modern spirit.

Noesis, on the other hand, represents a phase of psychology that is of the utmost value to the teacher. It is specially concerned with the cognitive side, and throws light on all manner of dark places in the process of exposition. It is really the " principle of the whole," and gives a great deal of guidance in our everyday work of exposition, and may be applied to the whole field of education. Though they do not seem yet to have realized it, the French integralists are really exemplifying an attempt at noesis on a large scale. They complain that at present the pupil in a French lycée (and the same may be said of a pupil in a German gymnasium or an English public school) has no idea of what his education is driving at. He does not know what it is all about. To him it is a thing of shreds and patches. Nor is the master much better. Education, under these conditions, has been said to be a fragment of a master addressing himself to a fragment of a pupil, and the critic might have added, about a fragment of a subject. To all this the configurationists present strong opposition. Life, and education as a part of life, must be treated as a whole. When Matthew Arnold spoke about seeing life clearly and seeing it whole, he spoke as an unwitting configurationist.

Analysis is an excellent thing in its place, but under it lurks a very serious danger. Parts have a meaning only in relation to one another and to the whole to which they belong. In our teaching there has been too much analysis in the past, without enough systematic reconstruction; too much preparation of individual items of various kinds, without sufficiently frequent and complete assemblages. Noesis has not yet got down to hard tacks in education, but it is on its way. Gestalt in Germany, noesis in England, and integralism in France are all working in the same direction, and rather portend a notable advance in the treatment of the whole educational situation.

Unfortunately, in France, where the problem has been faced from the educational point of view more definitely than in the other countries, the difficulties of application have become very apparent. The only way in which configurationism can be directly applied to the case of the pupil and his many masters is by the staff of the school solidifying itself into a whole, and thus applying itself to each individual pupil. This is suggested in the daring words of the late Rector of l'École Normale Supérieure, in Paris, Ernest Lavisse:

" We shall be educators, the day on which, each of us having before the mind the whole successive development of the pupil, we shall be all and each so to speak the same master, the perpetual master of that pupil."

The problem looks well-nigh insoluble along these lines, but the very stating of the problem in these terms is an advance, and though the final solution must be sought along other lines, it may still be found on a Gestalt basis. The idea of the dominating *form* may be still there though it may be found necessary to manipulate the various form-units. It is the idea of wholeness, not the magnitude of the whole that gives power to the method.

We are naturally here reminded of Montaigne's famous caution to us educators, that we are not concerned with training a mind *or* a body, but a man. The psychologists themselves, even of the standard old-fashioned kind, are being impressed by the notion of wholeness, and are getting into the way of compromising the old struggle between mind and body by speaking of them both in a compound whole, as body-mind.

Were it not for behaviourism, the teacher might have snapped his fingers at all the psychological quarrels, but these new-fangled theorists thrust themselves into our affairs whether we will or no, and invite us to accept what they promise will be a much simpler way of treating junior human nature. They put before us the alluring prospect of being able to deal with our pupils as machines amenable to all the laws by which machinery must abide.

As things are, we can scarcely keep our own minds in order, to say nothing of our pupils'. Thirty years ago Mark Twain wrote me a letter in which he complains about the way his mind flouts his authority. He wrote:—

"It does seem a little pathetic to reflect that man's proudest possession, his mind, is a mere machine, an automatic machine—a machine of which we are not a part, and over whose performances we have nothing that even resembles control or authority. It is very offensive. Any tramp that comes along may succeed in setting it in motion, but *you* can't. If you say to it: ' Examine this solar system, or this Darwinian Theory, or this potato,' you can only say it or think it when the inspiration comes to you from the outside."

Now all this may be very offensive to us as to Mark, in so far as we are like him mere human beings. But as teachers we have no cause of complaint. In fact, it is all to the good. For in the Twainian psychology *we play the part of the tramp*. If Mark puts it into our power to dominate the direction along which the minds of our pupils work, we can have nothing but gratitude toward him.

A queer world, my masters, in which after our march-past of psychologists to determine which one to choose, we find ourselves drawn towards a man whose brilliant reputation has in the popular mind no connexion with psychology at all. It is true that he has published a little work on psychology, but the general public is not aware that the little book on *What is Man?* is really an embryo treatise on one of the fundamental aspects of psychology. The truth is that Mark, like all of us, cannot get away from a subject that is of vital interest. He cannot help psychologizing. We teachers are in the same case, with the complication that we are driven to the subject not only by our human nature, but by certain professional needs and cravings that we cannot escape.

We may not want to study psychology in a technical way, but we must all become practising psychologists, however carefully we may eschew a study of its theory. We want a new Molière to deal with this aspect of our professional life, and no better successor can be suggested than Mr. Bernard Shaw. It is about time in any case that he should include teaching among the professions that he dramatizes, and we have a title handy for him. When may we look for the appearance of *Le Psychologue Malgré Lui?*

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English for the First School Certificate

I.—COMPOSITION

By A. M. WALMSLEY, M.A., Northampton

THERE is no subject in the school curriculum that has received more attention, during the last ten years, than English. This is just as true of the junior and middle school as of the School Certificate forms. Evidence of this is seen in the great number of new books that have appeared recently, full of original and ingenious exercises that aim at stimulating interest in junior and middle school English. This is all to the good, although there is a danger that the very variety and multiplicity of exercises and material available should distract attention from the essential elements of composition.

English as an examination subject presents peculiar difficulties at all stages. The English Association Pamphlet No. 37 (May, 1917) was a very valuable contribution to this problem, and in 1921 appeared the report on the Teaching of English in England, presented by the Departmental Committee appointed by Mr. H. A. L. Fisher, then President of the Board of Education. It is impossible to overestimate the value of this helpful and timely report. It covers the whole field and includes a chapter on "English and Examinations," which deserves the careful study of all who have to prepare pupils for the School Certificate.

It may be well to summarize the present situation.

The Board of Education now recognizes eight external examinations, one of which is taken by every candidate for a School Certificate. These examinations are controlled by eight university boards—Bristol, Cambridge, Durham, London, Oxford, the Central Welsh Board, the Northern Universities Joint Board, and the Oxford and Cambridge Schools Examinations Board. The conditions under which the School Certificate is granted are controlled by the Secondary School Examinations Council; and it is only within certain fixed limits that the examining bodies have a free hand. Within these limits there is some variety in the requirements of the eight examinations. This elasticity of syllabus is a good thing, and, broadly speaking, it corresponds to slight variations in the requirements of different districts, or different types of secondary schools and pupils, specially catered for by the different examining bodies. It is possible to obtain a School Certificate from five of the examining bodies without offering English as a compulsory subject. But this is rare in practice, and in all cases writing, spelling, and composition are taken into account.

There is considerable range in the requirements of these eight examining bodies in the English syllabus they prescribe for the School Certificate. The examination falls into two distinct parts, composition and literature. It includes two, or three, papers. The time required for these papers (*i.e.* the minimum time, excluding time spent on optional papers) varies from three and three-quarter hours (Oxford) to five and a quarter hours (Oxford and Cambridge Schools Examination). It is the object of this paper to examine, and compare, the varying requirements in composition. For this purpose we may divide the composition syllabus into three sections: Essay, Précis, and General Questions.

An essay, for which one hour is the time generally allowed, is part of all the composition papers, although in none of them is it the sole test in composition. The candidate who comes to grief over the essay may save the situation by doing better either in précis or in the general composition questions. None the less, ability to write a good essay is the surest way to a good pass in composition, and essay work rightly forms a very important part of the preparation work in English for the School Certificate. The subject is adequately treated in many "English Courses for Schools" now available, and much may be done in the year previous to the examination by suitable discussion and guidance in class, during which the following two points should be kept in mind:

(*a*) Candidates need practice in choosing from alternative titles the one on which they are most likely to do themselves justice. Generally it is wise to avoid what appear to be the easiest titles. It is more difficult to be original in dealing with them. It is fatal to follow the line of least resistance in essay writing. For the same reason, titles that require extensive knowledge of facts should be avoided; for many an essay has suffered, from the point of view of style and composition, by the weight of too much knowledge. Descriptive essays in particular are often pitfalls to the candidate who chooses hastily: it is easy to write some sort of a descriptive essay, but very difficult to write a good one. The great aim to keep in view is originality. Every essay should be, in some respect, a creation: we may invent a striking metaphor or comparison, or we may approach the subject from an unusual point of view.

(*b*) In class discussion the criticism should be both constructive and destructive, and of these the former is by far the more important. It is just as true of essay criticisms as of inspectors' reports, that it is more helpful to show how a thing should be done, than to find fault with what has been done. Destructive criticism should, so far as possible, be private and individual, and should very rarely discourage the expression of honest opinions. It is obviously impossible to analyse or discuss all the attempts in class, but attention should be drawn to meritorious features, such as a good beginning or ending, or a good illustration of any point.

Précis has come to be recognized as one of the most valuable forms of English exercise. It is essentially a test of intelligent reading, and only secondarily a test in composition. Carelessness, and inability to concentrate, in reading are responsible for a great deal of wasted effort in modern education. There are few subjects in the curriculum that would fail to benefit if practice in précis were a recognized feature of every English syllabus. Many excellent introductions to précis teaching, and series of exercises, have appeared during recent years. If the exercises are well chosen they serve a double purpose, for the exercises themselves should be of literary interest, and should help in the acquisition of general knowledge.

At present four of the eight examining bodies make précis a compulsory subject in the School Certificate English paper—the Central Welsh Board, Durham, London, and the Northern Universities Joint Board. In the other cases it is either an optional paper (Oxford), or an alternative to a general English paper (Oxford and Cambridge Schools Examination), or short précis exercises may be included in the composition paper. In cases where a separate précis paper is set, the time varies from half an hour (Nothern Universities) to two hours (Oxford).

All the eight examining bodies, except the Northern Universities Joint Board, include general questions, in addition to essay and précis, in the English syllabus. This is the section of the English composition examination in which there is the greatest discrepancy in the requirements of the various examinations. In the Oxford School Certificate the examiners are content with a single question (included in the essay paper). For the Oxford and Cambridge Schools Examination a general English paper (one and a half hours) is set as an alternative to the précis paper. Some of the examining bodies (London, and Central Welsh Board) still retain questions on analysis

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or grammar, but in general this section of the examination aims at testing some knowledge of English idiom, or an understanding of figurative language, proverbs, &c. It includes such tests of reading as paraphrasing, or modernizing fifteenth or sixteenth century English prose.

English idiom has not yet received the place that it deserves in the English curriculum, nor has it been given prominence in the majority of the English courses now on the market. Probably the best treatment of the subject easily accessible is to be found in the S.P.E. Tract No. XII., on "English Idioms," by Logan Pearsall Smith (Clarendon Press, 3s. 6d.). Many of the "English Courses" have a short chapter or section on idiom, but they barely touch the fringe. A matter so fundamental to composition and to the appreciation of style deserves a fuller treatment in our English composition books, and the examining authorities should be encouraged to retain these general English questions in the examination syllabus.

The following lists of books have been compiled with a view to helping those who are preparing pupils for the School Certificate and higher examinations in English composition. The lists cannot claim to be exhaustive, but they include both useful text-books and books that ought to be in the English reference library.

A.—Books of Reference

H. W. FOWLER, *A Dictionary of Modern English Usage* (Clarendon Press, 7s. 6d.).

H. W. FOWLER and F. G. FOWLER, *The Concise Oxford Dictionary* (Clarendon Press, 7s. 6d.). A copy of this, or some similar good dictionary, should be accessible for reference in every class-room.

E. WEEKLEY, *Etymological Dictionary of Modern English* (Murray, 42s.). A useful concise edition of this is published at 7s. 6d.

SMITH, *Smaller Classical Dictionary* (Dent's Everyman, 2s. 6d.).

BREWER, *Dictionary of Phrase and Fable* (Cassell, 25s.).

BENHAM, *Classified Quotations* (Cassell, 10s. 6d.).

BARTLETT, *Familiar Quotations* (Macmillan, 20s.).

Association of Assistant Masters in Secondary Schools. Memorandum on Teaching of English (Cambridge University Press, 3s.).

Teaching of English in England. Report of the Departmental Committee appointed by the President of the Board of Education, 1921 (H.M. Stationery Office, 1s. 6d.).

WILSON, *Thinking about English* (Nelson, 2s. 6d.).

RATCLIFF, *Teaching of English in Upper Forms* (Nelson, 2s. 6d.). A very practical book full of helpful suggestions about preparing pupils for the School Certificate and the Higher School Certificate examinations.

B.—Language and Idiom

LOGAN PEARSALL SMITH, *English Idioms,* being S.P.E. Tract XII (Clarendon Press, 3s. 6d.). An invaluable introduction to the study of Idiom. S.P.E. Tract XI on Metaphor will also be found useful.

LOGAN PEARSALL SMITH, *Words and Idioms* (Constable, 3s. 6d.). This is a welcome reprint in Constable's Miscellany Series.

H.W. and F. G. FOWLER, *The King's English* (Clarendon Press, 6s.). An abridged edition is published at 3s. The most complete criticism of faults in composition.

HENRY BRIERLEY, *Adventures among Words* (Methuen, 1s. 6d.). This is a very handy introduction to the fascinating history of words.

E. WEEKLEY, *Romance of Words,* 6s. *Romance of Names,* 6s. *Surnames,* 6s. *Words, Ancient and Modern,* 5s. *More Words, Ancient and Modern,* 5s, (Murray). These are all interesting studies in vocabulary, and give valuable help in the study of modern Idiom.

J. M. DIXON, *Dictionary of Idiom* (Nelson, 2s. 6d.). This is a timely reprint of a very useful book. It contains many references to contemporary literature.

TAYLOR'S *Words and Places,* an abridged edition of a valuable book. Edited by B. S. SNELL (Nelson, 1s. 9d.).

The above books will be found useful contributions to the study of modern idiomatic English. The origin of modern idioms is ofte ndifficult to trace. It is advisable to check all doubtful explanations by reference to the monumental *New English Dictionary,* just completed after forty-four years' work (Oxford University Press, ten volumes, or twenty half-volumes, 50 guineas).

OWEN BARFIELD, *History in English Words* (Methuen, 6s.).

W. T. WEBB, *English of To-day* (Routledge, 3s. 6d.). This is a stimulating book. It deals in an amusing and interesting way with common errors in writing, mostly illustrated by quotations from the modern press. The treatment of Idiom is particularly refreshing.

H. A. PINK, *Illustrations of English Synonyms* (Routledge, 3s. 6d.).

T. NICKLIN, *Standard English* (Clarendon Press, 2s. 6d.).

H. BRADLEY, *Making of English* (Macmillan, 5s.).

C.—Composition

ABBOTT, *How to Write Clearly* (Seeley Service Co., 2s.). A concise and very practical help to the acquisition of a good style. A feature of the book is its constructive criticism.

HERBERT READ, *English Prose Style* (Bell, 9s.). This is a valuable book for the advanced student who wishes to improve his own style, and at the same time get more pleasure from his reading. No fewer than seventy prose writers of repute are quoted, including contemporary writers like Chesterton, Winston Churchill, Kipling, D. H. Lawrence. The criticisms on their style are searching and sometimes provocative.

E. J. KENNY, *An English Course for Secondary Schools* (University of London Press, 3s. 6d.). This recent addition to the numbers of English courses now available justifies itself by reason of its practical nature, and the number of original and interesting exercises it contains. It gives just the help needed to enable the reader to find things out for himself. And in so doing the reader will almost unconsciously gain much useful general knowledge.

The following English courses, most of which have been on the market for some time, can all be recommended:

DOWNS, *English Literature. Rudiments of its Art and Craft* (Hodder & Stoughton, 3s. 6d.).

MURISON, *English Composition* (Cambridge University Press, 6s.).

RAHTZ, *Higher English* (Methuen, 5s.).

TREBLE and VALLINS, *The Gateway to English,* Book III (2s. 6d.), and Book IV (3s. 6d) (Clarendon Press).

EDMUNDS, *Senior Course of English Composition* (University Tutorial Press, 3s. 6d.).

MAIS, *An English Course for Schools* (Grant Richards, 6s.).

OLIPHANT, *A Matriculation and General English Course* (Gregg Publishing Co., 4s. 6d.).

WILSON, *English—Spoken and Written.* Part IV (Nelson, 2s.).

The following books deal mainly with essay writing:

A. W. READY, *Essays and Essay Writing for Public Examinations* (Bell, 2s. 6d.).

BROCK, *A Companion to Essay Writing* (Methuen, 3s.).

W. T. WEBB, *How to Write an Essay* (Routledge, 3s.).

Also to be recommended are:

W. E. WILLIAMS, *Plain Prose* (Methuen, 3s. 6d.). A recent book, containing a well-written analysis of the elements of a good style—lucidity, variety, rhythm, diction, and decoration. Many examples are critically examined.

G. L. TARPLEY, *The Principles of English Prose, as expressed by Great Writers* (Blackie, 1s. 6d.). This is a little book of practical advice. It contains over sixty extracts, precepts selected for their practical value from such masters of clear writing as Swift, Cobbett, Macaulay, Thackeray, De Quincey, Blair, Bain, &c. While not professing to teach style, it provides useful standards for criticizing English composition.

QUILLER-COUCH, *On the Art of Writing* (5s.). *On the Art of Reading* (5s.) (Cambridge University Press).

P. J. HARTOG, *The Writing of English* (Clarendon Press, 4s.).

ROWE and WEBB, *A Guide to the Study of English* (Macmillan, 4s. 6d.).

F. W. WESTAWAY, *The Writing of Clear English* (Blackie, 3s. 6d.).

G. T. WARNER, *On the Writing of English* (Blackie, 2s. 6d.).

HARDRESS O'GRADY, *Matter, Form, and Style* (Murray, 3s.).

D.—Modern Essays

There are many good and inexpensive collections of modern essays. These are useful not only in studying the art of composition, but also for stimulating interest in general ideas.

Essays of Yesterday and To-day (Harrap, 1s. each). A series in which many famous modern essayists are represented.

Essays of To-day (Harrap, 2s. 6d.). An attractive anthology, with exercises.

Modern Essays, selected by N. G. BRETT-JAMES (1s. 4d.), *Selected Essays,* by ROBERT LYND (1s.), *Alpha of the Plough,* First and second series (1s. 4d.)—From Dent's "King's Treasuries of English Literature."

Modern Essays, Methuen's English Classics, 2s.

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Prose of To-day, produced under the auspices of the English Association (Longmans, 2s. 6d.).

Selected Modern English Essays (World's Classics. Oxford University Press. 2s.).

Modern Essays from "The Times," with introduction by J. W. MACKAIL (Arnold, 2s. 6d.).

Third Leaders from "The Times," with an introduction by GEORGE GORDON (Arnold, 7s. 6d.). This is a most attractive volume, containing 116 recent examples of the famous "Third Leaders." There is a delightful variety of theme and style. It is difficult to conceive of a pleasanter way in which the art of essay writing could be studied. A school edition (2s. 6d.), containing the first 256 pages of the above, is promised for January. It is sure of a welcome.

E.—Précis

POCOCK, *Précis Writing for Beginners* (Blackie, 2s. 6d.). One of the best introductions to précis writing.

E. M. PALSER, *A Practical Course of Précis Writing*, Book II (University of London Press, 2s.).

WILSON, *Précis, Notes and Summaries* (Nelson, 1s. 9d.).

W. G. WILLIAMS, *A Progressive Course of Précis and Paraphrase* (Methuen, 2s. 6d.).

MURISON, *Précis Writing*. Part II (Cambridge University Press, 4s. 6d.).

Further Prose with Précis (Dent's "King's Treasuries," 1s. 4d.).

H. R. HARRIES, *Progressive Exercises in Précis and General English* (Christophers, 2s. 6d.).

Public School Music

By R. H. HULL

THE range of ordinary musical activities in public schools has increased, in recent years, to such an extent that one of the most difficult problems with which the musical director is faced is how to maintain a just balance between the various concerns. The respective claims of each department often seem equally urgent, and there is sometimes a serious danger that one interest will be developed to the detriment of another. In any case, the director has to consider whether the school music as a whole is to be arranged with a view to advancing the musical education of the school, as a body, or whether attention shall be concentrated upon the few whose aptitude for music is apparent beyond dispute. It is to this question that attention here must first be given.

At the present time both systems are to be found in force at public schools, attended by varying degrees of success. The more general rule is, however, for there to be some aim at compromise. The difficulty is that both the intensive and extensive method of musical education offer pronounced advantages, and in trying to combine the two it does not at all follow that the benefits ordinarily accruing from each will be secured.

In those schools in which the director makes it his business to arrange the musical scheme chiefly for the benefit of those who officially "learn music," and possess, moreover, considerable talent for the subject, it is at least certain that the selected pupils will attain a reasonable standard of general competency. The results may not be particularly remarkable, but they are found, for the most part, to be well above the average. In every department the process of selection means that no place exists for the inefficient pupil. From a numerical point of view it may appear that little has been achieved. The musical director, however, is secure in the knowledge that those upon whom every care has been lavished, will leave the public school with a general equipment in the art of music far more reliable than any which could have been obtained without a similar concentration on the part of those in authority.

On the other hand, this policy assumes a less promising aspect when one considers the position of the "non-musical" boys in the school. It means that little or nothing is accomplished with a view to introducing them to the more attractive conditions which are associated with even a rudimentary acquaintance with music. Furthermore, no very active step is taken towards the encouragement of a general musical fertility. The school, as a whole, remains necessarily outside any enterprise of an intensive nature, with the consequence that its welfare, so far as music is concerned, takes on every appearance of unfortunate neglect.

It is the second of the above two alternatives, namely, the extensive system, which is now more widely finding favour, and the results at Oundle, which have been remarkable beyond dispute, show clearly enough what can be achieved with enterprise in this direction. From the practical angle of basing one's judgment solely upon evidence of success, it has become plain that it is extremely advisable for the musical director to consider with some care the education of those whose principal function it is to listen. The number of instrumental executants is limited by circumstances, but there is no obstacle to prevent any boy in a public school from appreciating such concerts and musical performances as it may be possible to provide. And, as has been shown at Oundle and elsewhere, it is eminently worth while to encourage concerted singing to every reasonable extent. The importance of this combined music-making should require little emphasis in face of the unusual success with which it has been met in so many quarters.

Taking the extensive system, by reason of its almost universal nature, as a basis for the present discussion, it may be well, first, to consider the wide question of choral work since it obviously predominates the music in any well organized school. The principal spheres concerned are the school choir and the choral society, and they may be conveniently discussed in the order in which they stand.

If, as is likely to be the case, the choral society is of community dimensions, it is quite a rational procedure for the chapel choir to be of a more exclusive nature. Whatever may be the prevailing policy, it is very desirable that there should be available a body of picked voices for the normal conduct of services. This suggestion does not imply for one moment that the rest of the school should be discouraged from joining in the chapel singing. The implication is simply that singers of a leading quality should be available and employed occasionally for independent work such as the singing of anthems and musical settings requiring a limited number of voices. This arrangement does not debar the school from participating in the greater part of the service, and yet affords the musical director an opportunity for cultivating the better vocal talent. There is little to be lost by this form of compromise, and it at least ensures that everybody has some interest in the musical portions of the service. For experience has shown that if the school takes an active part in most of the singing, it is by no means unwilling to listen to occasional performances by the selected choir. Any feeling that the chapel singing is reserved entirely for specialists is thus avoided, and no one party is made to feel that it is less essential than any other for the satisfactory conduct of the services.

It is probable that the choral society can be devised upon lines which allow for a certain amount of elasticity in its management. Not every school may be able to achieve performances of Bach's "Mass in B Minor," but it should be possible to establish and maintain the spirit which makes practicable these seemingly impracticable achievements. A word with regard to method may here be appropriate. The amount of time in each week during which the whole choral society can rehearse together is likely to be small. It is, however, generally possible to

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arrange for sectional practices in which extra coaching can be given to the weaker voices. The value of such help is almost immeasurable, and the consequent saving of time at subsequent full rehearsals shows the system to be of the first importance. In approaching any new extended choral work for the first time, some such arrangement is, in fact, almost essential. As soon as even a moderate knowledge of the actual notes has been secured, it then becomes profitable to hold a combined rehearsal. Concerted sight-reading is a stimulating exercise, but a little extra assistance privately given hastens the process of acquaintance with new music, and, as it greatly economizes time, is much to be commended as a general working rule.

Enthusiasm rather than expert knowledge being the prime qualification for membership of a public school choral society, it is advisable that the initial aim should not be too ambitious. The point is worth stressing, because it frequently happens that a choral work, too difficult for school purposes, is undertaken with a view to an end-of-term concert, and has to be presented incompletely prepared, or, what is worse, abandoned for something easier. Such unfortunate ventures do not gain favour either with the singers, who become nervous, or with the audience, which becomes restless, and it is worth any amount of trouble to select music which is not likely to give rise to these unsatisfactory consequences.

In forming the school orchestra the director can scarcely permit himself to employ such catholic methods as may be expedient in obtaining recruits for the choral society. An orchestra cannot afford to carry any " passengers " at all; that is to say, that no boy can well be admitted to it without showing rational promise of proficiency in some instrument. It is true that the more zealous though less-trained pupils may sometimes, with profit, be encouraged to take up one of the less significant instruments of percussion, but it is dangerous to broadcast the idea that the percussive department of the orchestra can be conveniently regarded as a fool's paradise. To play the kettle-drums, for example, requires alert perception and some ability to follow music, and it is unfortunate if the less musical boys think, as they often do, that the instrument requires nothing more intelligent than a muscular fore-arm. It follows, of course, that some members of the orchestra will be more competent than others, but the musical director loses nothing by maintaining as high a standard of musicianship among the members as may be compatible with obtaining reliable practical results.

A note may here be in place with regard to the question as to how far, if at all, the school orchestra should be supplemented by players not directly associated with the school. For special occasions, such as end-of-term concerts, it is probably inevitable that use should be made of auxiliary instrumentalists, if only from purely numerical considerations. Assistance of this kind must, in ordinary circumstances, be regarded as quite legitimate. But one has no hesitation in urging that, for minor occasions, the school orchestra should be independent of exterior help. Indeed this is essential if the players are to become self-reliant. The necessity for acquiring supplementary aid can largely be minimized by refraining from too ambitious a choice of works to be performed. If the choral society requires orchestral accompaniment for some extended and, instrumentally, difficult work, it is reasonable to make an exception to the rule of confining membership of the orchestra to boys in the school. The important point is that the use of supplementary players should never be regarded as anything other than an exception. Furthermore, it stands to reason that the less they are employed, the better will be the disciplinary effect upon the regular members.

The instrumental teaching of individual pupils, which includes the considerable business of piano lessons, falls rather outside the province of the present article, since the activity forms a regular and unvarying feature of all public schools. The only scope for alteration lies in the methods employed, and the choice of these naturally rests in the hands of the musical teaching staff. On that account one may, perhaps, proceed with greater profit to consider what steps should advisedly be taken in regard to the general musical education of the school as a whole.

Those who learn music as an extra subject will probably be adequately provided for under some scheme such as that outlined in Mr. Shera's " Musical Groundwork," to which reference was made in the article on " Preparatory School Music " in the September issue. But for the rest of the school it is inconceivable, even if it were desirable, that regular ear-training classes should be held. Their value, so far as the untrained and unmusical were concerned, could scarcely be otherwise than negative. But a great deal can be accomplished with success in other directions with a view to comprehensive musical appreciation, as experience has shown. The media available are varied. On broad lines they include concerts of good standard; organ and gramophone recitals; and voluntary lectures on musical history.

It is expedient that the nature of the concerts and recitals should be progressive in the direction of music of unquestioned worth, even if this aim cannot be satisfactorily achieved in the earlier stages. There is a danger, however, in underestimating the intelligent capacity of the audience no less than in providing fare of too substantial a nature. A judicious mixture should serve to illustrate the range of music. Variety is essential. The standard of the performances should in every case be the highest that the musical director can ensure. A public school audience is very prompt to notice, and rightly to resent, anything which in execution can with justice be termed second-rate.

Organ recitals appear to possess a peculiar attraction at public schools, and this characteristic is much to be welcomed. Apart from programmes of the best recognized organ music, there is no reason why works arranged for the organ should not also be played, provided that in every case they are of impeccable quality. Recitals are apt to become wearisome if they consist of unrelieved organ music. It is generally acceptable, therefore, to provide either vocal or instrumental solos by way of contrast. If the organ is in a large hall which allows room for the orchestra to play as well, some of the Handel organ concertos might well be attempted. They are, for the most part, extremely effective, and the orchestral parts are rarely more involved than those to which the school orchestra would ordinarily be accustomed.

The principle of adequate variety has also to be extended to gramophone recitals. These have rather less power to attract than other forms of musical entertainment in public schools, and due care should be taken accordingly that the items provided are not exclusively of a very serious order. There is no need to have recourse to music of cheap quality. Light music, of which admirable records have been made, exists in plenty, of a type perfectly acceptable for educational purposes. It goes without saying (or, certainly, it should do so) that the school possesses a gramophone directed to the advancement of musical appreciation. There is no longer a legitimate excuse for failing to recognize the merits of the instrument, nor can considerations of expense be reasonably advanced, in the present day, as a permanent bar to its purchase. A good gramophone can now be obtained for quite a moderate sum, and the collection of suitable records would naturally be a gradual process.

Lectures on musical history, open to the whole school, and at which attendance is purely voluntary, have been undertaken in several quarters with distinct success. One's own feeling is that instruction in musical history should form a regular feature of the education of all those who learn music at public schools, but it is very desirable that there should also be available lectures of a less advanced type for the so-called non-musical pupils. Musical illustrations would form an important part of these lectures, and

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it is well that the sessions should be of a comparatively informal character.

The position which music now fortunately occupies in the Oxford and Cambridge School Certificate Examination merits a discussion to itself. For the moment it must be sufficient to say that the needs of the examination should always be kept in view by musical directors. The time does not appear yet to be at hand, when it can be said that music has assumed a place of first importance in this general examination, but it is significant that it has obtained recognition as a subject seriously to be considered. Now that this first step has been achieved, it is reasonable to expect that progress towards a more definite establishment is principally a matter of time and patience.

The House System in Day Secondary Schools

By P. H. PRIDEAUX, B.A.

THE Anglo-Saxon system in England illustrates one of the ways in which the community sense, and then the comprehension of nationality, were brought within the mental compass of all elements of the population; whilst the Norman conquest shows how slowly men came to any real comprehension of this unity. It was the achievement of the Normans and their successors to cause this idea to percolate through all classes, until it began to sink from the stage of conscious knowledge to that of habitual reaction to life conditions, and became at last, under the Tudors, an active dependable force, independent of the personality of the sovereign, because the individual had come to identify his own personal interest and existence with that of the nation. But progress through these stages represents merely the extension of an idea already in operation, not an importation of a different kind.

Now each successive generation is born into the ideas current at the time of its birth, and the whole force of the community is brought to bear, directly and indirectly, consciously or otherwise, upon the growing child, so that to a certain extent he necessarily acquires the common outlook. But in the complex conditions of modern civilization more than this is needed: conscious effort is required if the boy is to rise early to a real conception of his position as an element in this society. This conscious effort of the community to impose its standards is exerted through the media of religion and education. With the former we are not here concerned. A consideration of the latter brings this lengthy introduction to an end, and us to grips with the subject which the previous remarks will serve to illumine, *viz.* what purpose the house system serves in the social education of the boy.

We have to start from the fact that the boy is almost entirely interested in himself: he is interested in others only in so far as they concern him. His life is perfectly ego-centric. He is a bundle of instincts modified by acquired tastes, themselves having their origin in the satisfaction—sublimation if you will—of these same instincts. He takes delight in mere muscular activity because that expresses part of the life within him; gives him a sense of power; satisfies the instinct of self-assertion. He finds pleasure in social activity, in joining with others in common effort; and so on. But in all these actions the *ultima ratio* is the sense of personal fulfilment. Altruism is not an instinct; it may, in fact, have no existence. Certain it is that the boy is a supreme egoist, and in the majority of cases this egoism is, directly or indirectly, self-assertive. He may be aggressive, forceful, dominating; or he may be shy, retiring, yielding; but he satisfies this instinct with day-dreams in which it is always he who plays the heroic part. In all cases it is his own personality of which he is conscious.

The problem of education is to change this ego-centric boy into the socio-centric man. It becomes the duty of home and school to utilize the energy arising from this instinct for self-expression and satisfaction by transmuting it into what is sometimes called "empathetic socialism."

The process begins in the home. By sharing in all the circumstances of family life, its common joys and sorrows, its common recognition of parental experience and authority, he comes to identify himself with this unit which, though not fully himself, nevertheless so powerfully affects, and is affected by, himself, that it becomes as it were an extension of his personality. He is a part of the expression of the family character, that character also expresses a part of himself. The family atmosphere, the family life, are so nearly "him" that he scarcely separates the one from the other, can hardly imagine its existence without him, or himself existing without it. In part he becomes the creator of that life and character, since it is the resultant of the personal forces of which it is composed. Thus the boy is not a mere recipient, he is also a contributor; the results of the one process reinforce the other, and thus, comparatively early in life, the narrowness of the ego interest is widened by empathetic identification, not so much with the other personalities as with the common factors in their collective outlook, with the spirit of the family circle.

It is, however, important to note that this has been achieved through the medium of persons with whom he has a physical bond, and that this is strengthened by the rendering of mutual service. Only vaguely and subconsciously does he feel the family tone as an activating motive: consciously he refers it to the personal relations. It is just at this stage that he is sent to school; and since it is essential to approach our subject through the real house system, we assume that he goes to a preparatory school. Here the family conditions are reproduced in a modified, extended, and less intimate form.

There is, however, a personal link. The head represents the father: to please the former is to please the latter; and in other respects the relationships resemble those of the family. Social influences similar to those of the family, but on a larger scale, are brought to bear upon him. As he imperceptibly assimilates these, subconsciously the spirit and outlook of the place become his own, and in turn he contributes something of himself to this larger unit. Empathetically the school becomes the partial expression of himself; its collective activities result for him in a sense of personal fulfilment. He has identified himself with this larger unit; he has found a means of self-expression in the corporate activity of persons having no blood tie with him. A long step to the social sense.

Then he passes to the public school, a unit too large, and too impersonal in relation to the existing extension of his social grasp for him to regard it as anything but a "rank outsider." He cannot take so great a stride. That is where the house plays so useful a part. The house is not much larger than his preparatory school, and here again he meets conditions similar to those of the school, except that now it is no longer a self-contained community, but one forming part of a larger whole. The house master represents the personal influence of the father, is known to be in "sympathy" with the father. Home conditions are suggested by the fact that they all live under one roof, all eat at the same tables, all look to the leadership and guidance of the same master, who has a more personal relation to him than the mere teacher. Here he repeats the process we have observed in the preparatory school, and thus the house becomes another extension of his personality: he has identified himself with another and wider social group. The success of the house is his success;

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its failures, his failures; both due in part to his capacity or lack of capacity. He is beginning to acquire a social sense which expresses itself in an intense loyalty to his house. It must, however, be added that this "house pride" is nearly always of the aggressive type, the chief ingredient being the ambition to belong to the "cock house." It is a rather crude expression of the mastery instinct in emphatic form.

But this is not all. Gradually the boy becomes aware that the house is itself only a part of the school which, he vaguely feels rather than knows, stands for something more, something greater than the house. It stands, not for competition with other schools, but as the incarnation of a set of ideas and ideals, of an outlook on life which has resulted from the contributions of his own and the other houses, of his own "generation" and his predecessors', something looming big in the background of the lives of its members: a vast entity greater than the personalities of any of its component individuals, active, pulsating with the accumulated vitality of previous generations who have imparted to it a kind of impersonal personality, which ultimately impresses itself upon all who enter within its sphere. He has grown insensibly into that life until it is indeed a part of him, throbbing with a personality which absorbs the crude animalism of an earlier stage, and sublimates it into the expression of a set of ideas on a higher plane of social loyalty, itself the expression of loyalty to a self which has become so extended that it now embraces a circle from which the step to personal identification with society in general is easily taken.

The analogy of all this with the historic examples mentioned is obvious, and this is the first point: that the house system plays the same part in developing loyalty to society, as local loyalties play in leading up to national loyalty.

The difficulties of the day school in attempting to perform this service are enormous. In the public school the extending and sublimating process progresses from the natural family bond through the more or less convincing imitations of that unity by the real house to the wider school consciousness, and thence to a social consciousness which regards all life empathetically as the expression of the personality. If and when this stage is reached, the individual feels some responsibility for what is unsatisfactory; contributes to, and shares in the triumphs of social endeavour. How far can the "house" divisions of the day school help in producing this result through the school as a whole?

The difficulty here arises from the fact that the boy is in daily contact with the natural family life, and thus a really convincing intermediate unit between this and the school is hard to find. At first it might appear that the class organization is the most promising; but, perhaps rightly, it is generally assumed that the unit must be unconnected with school work. In this one seems to see a vague perception of what is the main factor in the case, *viz.* that loyalty and interest are developed not by receiving, but by giving; by contributing to, not by accepting from; and by the sense of creation thereby induced. We feel ourselves to be a part of that which we create, something of us is really in the thing; we are definitely outside that from which we only receive. In the eyes of the boy, school work is merely that which misguided parents have been foolish enough to waste their money in buying from the school, and he is merely in the position of the unwilling recipient. Only outside the class does he feel that he is contributing to the group, and in these activities alone is he likely to find the satisfaction of an extended personality.

And so we have all sorts of artificial divisions, called by the name "house." There is something to be said for them all, but it would seem highly desirable that the basis should remain fixed once it is settled. The basis should never be such as to rule out the accidents of life as they are found in all natural units, for this cuts across the principle on which the system works. Probably the most natural basis of selection is geographical; it certainly approaches most nearly to the real house. Boys, as is in some districts only too well known, readily identify themselves with the district in which they live; amongst adults this identification is known as local patriotism. There is, it seems, already some sense of collective possession, some consciousness of representing the district, of contributing something to its life. But there must be no readjustment of boundaries. The house should represent a natural unit, with all the advantage or otherwise thereby accruing. The sole purpose of such divisions is to provide a social unit, larger and more loosely bound together than the family, but small enough to serve as a bridge to a still larger conception of social life.

The most important question remains. How can this division be made to fulfil its purpose? As practised in the day schools it is regarded in most cases entirely as a means of inducing greater keenness in competitive games, and the training of future teams. If that is all, the main purpose remains unfulfilled. Nothing has been done to extend the range of the boy's social sense, nothing that helps him to reconcile the claims of his personality with the adjustments demanded by social life. The house should stand for something more than efficiency in competitive games. It must contain the personal elements of the real house, so that in all aspects of his relation to the school life the boy may be in contact with those who will embody not only the house spirit, but interpret it as an aspect of the larger entity. A house system without a real house master, and a real house (not house games) captain, can never be anything more than a form of games organization. The house master and captain should play a very real part in the life of each member of the house, representing its essential unity. So far as school life is concerned they should be father and elder brother to the boys, helping them to reach out to the idea that their attitude to life, that is, their characters and actions, are constantly building up or weakening the tone and prestige of the house, and through it, of the school. Above all, it should be the business of the master and captain to find and suggest ways in which boys can render definite services to the house or school. Every service rendered makes the school in some sort the creation of the boy, the expression of himself through activity devoted to something at first other than self, afterwards identified with it, and so becoming a function of himself.

Paradoxical as it may seem, this identification of personal satisfaction and expression with what is objectively known as altruistic service is the only sure basis upon which to develop the social habit. The habitual conception of society as a function of the self is the best guarantee of righteousness and justice in a democratic community; and consciously or unconsciously, the house system serves, or may be made to serve, as an intermediate stage in the development of this character. That is one reason why the public school system receives so much admiration from other nations. There is no reason why the day schools should not effectively emulate this distinction.

MUSIC EXAMINATIONS.—The following candidates gained the Gold and Silver Medals offered by the Associated Board of the Royal Academy of Music and the Royal College of Music for Local Examinations in Music for the highest and second highest honours marks, respectively, in the Final, Advanced, and Intermediate Grades of the Local Centre Examinations in November-December last. Final Grade Gold Medal, Constance A. Hope, Wolverhampton Centre, Violin. Final Grade Silver Medal, Thomas McG. L. Turner, Gloucester Centre, Violin. Advanced Grade Gold Medal, Carl O. Lewis, Bournemouth Centre, Violin, and Catherine E. Churcher, Portsmouth Centre, Pianoforte. Advanced Grade Silver Medal, Ann S. C. Ram, Bournemouth Centre, Pianoforte. Intermediate Grade Gold Medal, Jean E. Stewart, London Centre, Violin. Intermediate Grade Silver Medal, Beatrice A. Jones, London Centre, Pianoforte.

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Personal Paragraphs

ON December 15, 1928, at the age of 77, E. N. Wix, formerly H.M. Inspector, died suddenly while sitting in a chair in his study. Educated at King's College, Cambridge, he took a first in the Classical Tripos in 1874, and two years later was appointed one of Her Majesty's Inspectors. He began his official career in Somerset, but in 1882 he was "given his district" with St. Albans as its centre. St. Albans was an ideal centre for one so interested as Wix was in everything appertaining to history and architecture and, above all, to the Church of which he was a devoted son, and he was fortunate in that he continued to be located in the same centre for the almost unprecedented period of thirty-one years. He retired in December, 1913, and for the preceding three years he had also served as Divisional Inspector of the East Central Division. Though it is now fifteen years since his retirement, his work for education deserves recognition and tribute in the Press directly concerned with the great object to which he gave so many years of his life. E. N. Wix was a man with deeply-rooted religious convictions. Urbane in manner and, in essence, of a kindly nature, he never allowed either of these qualities to interfere with a fearlessness of expression when he felt it his duty to put his own point of view. To shirk the responsibility of a decision was to him almost an unpardonable sin. He was a man of high ideals, if one may use this word for principles which, day by day, he did everything he could to translate into actualities. His love for children and his desire that all who taught them should give of their best in developing the minds and, above all, in training the characters of their scholars were recognized by his colleagues, his subordinate officers, and all the hundreds of teachers and managers of schools with whom, as H.M. Inspector, he was brought into contact so immediate, and so intimately. The thoroughness with which he did his own work was even more helpful to these men and women than the shrewd judgment and wisdom which he showed in dealing with them. No labour was too much for him, if only, by the accumulation of detailed knowledge, he could assure himself that he had reached a just conclusion in appraising the work of each of the teachers in the schools he inspected, or in advising the Board of Education on administrative problems. He was always prepared to discuss their difficulties with the head teachers of the schools, and he could be relied on to give the fruits of his wide knowledge and experience as well as encouraging sympathy wherever there was evidence of real effort, even though this might not always be wisely directed. There have been others of His Majesty's Inspectors whose names were, and are, more widely known, but it may safely be said that in their ranks there has been no more conscientious servant of the Crown than he whose loss we now mourn.

* * *

THE appointment of Mr. W. W. McKechnie to the secretaryship of the Scottish Education Department, in succession to Sir George MacDonald, has given great satisfaction to the many teachers brought into contact with him in his kindly inspectorial career. Never did a fresher, bigger-minded, more human inspector enter the schools. His three predecessors were all men of power, and one of them at least a great administrator; but unless the popular judgment was far astray, none of them had the intimate touch with teachers and scholars which Mr. McKechnie possesses by the divine right of personality. One of Mr. McKechnie's assets as an inspector was a bright humour, that found embodiment in a crop of good stories. There was the time, for example, when to test a class's intelligence he ostentatiously left his fountain pen on a front desk and made for the door, then turned back with the question, "Did any one notice something I forgot?" "Yes, sir," said a small boy, "you passed in front of the teacher, and you didn't say, 'Excuse me.'" He told another of these stories against himself at a public meeting in Glasgow a few years ago. His daughter had brought home an exercise in arithmetic beyond her powers, and had come to her father for help. He himself had found difficulty with some obscure tables—apothecaries' weight, or something of the kind—but had done her counts for her. "And tell your teacher," he said, "that your father had to do them for you." Next evening he asked whether she had told the teacher. "No dad,' she replied, "there were three of them wrong!"

* * *

AN important change is about to take place in the headship of one of the five women's "Societies" at Oxford· Miss Burrows, who succeeded Mrs. A. H. Johnson as principal of the Society of Oxford Home-Students, and has presided over its fortunes with notable ability and success since 1921, has resigned her office. Miss Grace Hadow, who has been appointed her successor as from July, 1929, comes to the task after a career of singularly wide and interesting experience. As a student at Somerville College (where she took a "First" in English literature), and tutor and lecturer for many years at Lady Margaret Hall, she has a good personal knowledge of women's education in Oxford. A year's lectureship at Bryn Mawr University, Pennsylvania, gave her an acquaintance with another type of university. She is at present secretary to Barnett House—the centre for social work and study in Oxford and the surrounding county—and is one of the leading organizers of Women's Institutes and of "Rural Community" work throughout the country. As a member of the Extra-mural Delegacy of Oxford University, she has a wide knowledge of adult education. During the War she filled important posts both in the Ministry of Labour and the Ministry of Munitions, where she was head of the "sub-section for extra-mural welfare." Such a variety of educational and administrative experience will be a valuable preparation for the more academic post which Miss Hadow is now to fill, as head of the largest body of women students in Oxford. The Society of Home-Students numbers eleven tutors and 220 students, and is governed by a University Delegacy, of which the Vice-Chancellor is *ex-officio* chairman.

* * *

AFTER thirty years' service for the Ling Association, Miss Mary Hankinson has resigned her position as secretary. She was one of the founders of the Association, and called together a meeting of gymnastic teachers on January 9, 1899, at which the Association was actually formed. Miss Hankinson acted as treasurer for two years, then honorary secretary, and from 1922 as secretary. She takes the good wishes of the members of the Association with her on her retirement, and they have showed their appreciation of her services by presenting her with a leather case containing a cheque for £375. Miss D. M. Wilkie, who graduated at Bedford Physical Training College in 1915, and has since held appointments at Northampton School for Girls, and for the past eight years at Clapham High School, has been appointed in Miss Hankinson's place.

* * *

DR. M. GOMPERTZ is resigning from the headship of Leyton County High School for boys at the end of the present year—not at Easter as previously announced Trained at Borough Road College and a graduate of London University, Dr. Gompertz has rendered service to education in many capacities. He has been a primary school teacher for five years, and an assistant master at South Shields Municipal Science School for another five. He has also been headmaster of Harris Institute P.T. Centre. He took up service at Leyton in 1900 as principal of the P.T. Centre and he has been headmaster of the school since its conversion to a secondary school in 1907. He has been a co-opted member of the Essex Education Committee, representing the secondary, maintained, and aided boys' schools of Essex, for the past nine years.

ONLOOKER.

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Correspondence

EXAMINATIONS IN LITERATURE

Mr. Reynolds's article on "Examinations in Literature" seems to me to be on sound lines, and it is much to be desired that we could have more of such carefully thought out arguments on the strong and weak points of the examinations, and that these should take the place of those vague and rhetorical denunciations of the whole system which are so easy and so pleasant to write and which afford us so very little help in our difficulties.

The object of examinations is to test the success of teachers in teaching and of learners in learning and understanding. Looked at from this point of view, the ordinary subjects of curriculum may be considered to fall into three fairly well-marked classes: (1) Mathematics, science, languages, drawing, for which well-devised examinations provide as good a test as anything fallible humanity is likely to invent. (2) History, geography, and literature other than imaginative or humorous, for which they are an extremely useful, though imperfect, test. (3) Imaginative literature, specially poetry and religion, for which they are such a very imperfect test that it is doubtful whether their advantages outweigh their disadvantages. To put this in another way, examinations are excellent, when the results to be tested are of such a nature that they lend themselves to exact numerical assessment; less excellent, though still very valuable, when the results are partly of that nature, and partly not; and of very doubtful utility, when the result aimed at in the teaching is the stimulation of feeling or appreciation, whether the feeling be aesthetic, ethical, religious, or any other sort, and whether the appreciation be artistic or literary.

The object of reading poetry with children is to stimulate feeling, not aesthetic feeling only, but whatever emotions the poems read embody. Whether those emotions have been aroused cannot be decided by written answers to questions, because children cannot analyse their feelings, very few can express them coherently, and when the examiner does get what purports to be an expression of feeling or appreciation, he has no means of judging whether it is a genuine deliverance of the candidate's soul or something which the candidate says because he thinks that it is the right thing to say. No one can judge with certainty whether a poem has excited the right emotion in the class. The only person who can make even a passable attempt is the teacher, who can form some idea, imperfect no doubt, of the result of his reading and teaching from the demeanour of the class, the look in their eyes, and their remarks and questions. He can at least usually tell whether the majority of his hearers have enjoyed their lesson or been merely bored. But the reading of imaginative literature with boys and girls must always be largely a work of faith. The teacher must be content to sow his seed and hope that some portion of it at least will germinate.

Humorous literature ought not to be admitted into examinations. It is scarcely necessary to argue this point. If teachers will not read good humour with their pupils, except at the point of the bayonet, they had better leave it alone.

As with poetry, so with religious instruction. The object of such instruction is to stimulate religious feeling, and certainly no examiner can judge from written answers whether that end has been accomplished. The spiritually dead are just as likely to pass as the spiritually alive.

I do not know whether moral instruction figures in any examination syllabus, but the thought of the possibility of such a thing makes one shudder.

It may, however, be argued that what has been said about poetry applies mainly to lyric poetry, which can be understood only with the heart, and that there is much of the greatest poetry which contains a large element of thought, and even fact. Are not such elements a proper subject for examination? Certainly they are, and, moreover, in all great literature there are passages which to boys and girls are difficult of comprehension, and the examiner can discover to some extent whether such passages have been understood. And so it is quite possible to set questions on Shakespeare, Milton, Byron, and other poets (but not Shelley or Keats), which seem fairly rational. But the danger is that the prospect of an examination may tend to make the teacher give undue emphasis to the examinable elements in the poetry and neglect those which are not examinable. And the learners also. But it is the latter elements which are all important.

Nevertheless, as children tend to think little of subjects in which they are never examined, and as many of them really like to write about what they have read, and as their answers frequently give useful glimpses into their minds, some kind of written examination may be found useful. The best probably would be an internal examination by members of the staff, or possibly by some outsider who knows the school very well. The teachers would set such questions as they thought fit, would mark them as they thought fit, and they would not attach excessive importance to the results, knowing that the best results of their work—the influence of the literature on the hearts and minds of their pupils—must always remain unseen. Of course, there would be no passing and failing, and no effort would be made to make the class reach a definite standard.

The danger that literature will be neglected, if it is eliminated from the examination syllabus, is, I should hope, a real one in only a few schools, and possibly it might be better if it were neglected in those schools and children left to find their own way to it in the school library. The tendency to drop poetry in the examination term might be countered by devoting a good deal of time to it in the other terms. There is much to be said for intensive methods in literature. It is worth consideration whether it would not be better to read a play of Shakespeare for four periods a week for four weeks and finish it off than to spread it out thin over several months.

Steeple, Gerrards Cross. G. F. BRIDGE.

ARE HOLIDAYS TOO LONG?

It is the popular idea that school holidays are too long. So say the ratepayers—although they would have to pay for the extra wear and tear of schools if terms were longer. So say such parents as think that two children in the home are more trouble than thirty in the class-room. So say the business-workers who, on their way to the city, see their scholastic friends starting for winter as well as summer holidays. That holidays are too short is held only by some of the children and many of the school mistresses and masters. The children's protests, though sometimes justifiable, do not carry much weight, but the staff have some strong arguments. They are aiming at efficiency in themselves and the children. This efficiency, they state, is highest at the beginning of term.

School-mistresses and girls return from the holiday feeling fresh, sane, and eager. There are health, an absence of fussiness, vitality, and attractive personality everywhere. The term proceeds; work accumulates. In the high schools arrears of corrections increase, preparation of lessons for both children and teacher crowds into Saturday, even into Sunday; "stunts" have to be introduced into lessons to rouse the scholars' flagging interest; school-meals become monotonous: noise and dust prevail everywhere.

Then, at last, like an oasis, comes half-term. The one extra day of leisure changes the week-end from a scramble to a treat. The whole school returns on Tuesday definitely refreshed. The effects of strain, however, are still visible. If the term is a short one, it is just possible to struggle through it without undue depression. It is the fourteen week term that is really wearing. The last two or three weeks of such terms are almost intolerable in a school with examinations, homework, and social activities.

Then comes about that clearly recognized disease called "end-of-termish-ness." In "Mr. Perrin and Mr. Traill," Hugh Walpole describes its worst aspects. Its symptoms are extreme tiredness, irritability, a feeling of impatience with oneself,

(*Continued on page 92*)

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one's colleagues and one's classes, and an exaggeration of the importance of trifles. Sometimes the weariness persists into the holidays, which are started with the uncomfortable reaction that follows a period of high tension.

In the school, the sixth form pupils are analytical enough to know their own need for rest. Naturally they want to enjoy themselves in their holidays and they, too, resent suffering the "end-of-term" complaint. It is a pity that the disease continues although its cure has been discovered. The cure is *more leisure*.

To put that cure into practice in an un-ideal world is difficult—nearly impossible. But teachers can realise, although they may put "heart and soul" into their work, the value of recreation for themselves and their charges. Let them restrain an anxiety to find school occupations for every minute of the children's and their time, in and out of school. After all, parents are able, often eager, to undertake some of the education and amusement of their own children.

Members of the staff should sometimes veto schemes which make for an over-elaboration of work, play, or the mark system. If several trusted teachers condemn such plans as being too exhausting for their worth, it will be acknowledged soon that it is common-sense and not laziness prompting their decisions.

The teacher, too, should not feel guilty if sometimes she can banish the thought of school for a whole evening, or a whole day; or, in the holidays, for a whole week or month.

In days like these, when nerves are a menace, the school gains eventually from those who work steadily and sanely rather than feverishly.

A. A. ATTWOOD.

INTERNATIONAL TECHNICAL VOCABULARIES

The movement towards an international language has entered on another phase in which the leadership is not so conspicuously that of the philologists as of the international technical associations. Several of these are beginning to ask for specialist international vocabularies for dealing with their everyday affairs. For instance, the International Association of Conferences on Psychotechnics has appointed a committee for the unification of the psychotechnical vocabulary. The International Commission on Air Navigation proposes to examine lists of technical terms in French, English and Italian used in aeronautics. The International Union of Statistics asks for an international nomenclature of causes of death. The International Academy of Comparative Law has proposed a list of the principal legal abbreviations. The International Railway Union asks for a nomenclature of goods, drafted in French with translations in other languages. The International Committee for Synoptic Weather Information has a sub-commission on international codes. There seem to be possibilities of advance, great and rapid along these lines of international technical vocabularies.

Per contra the international peace societies seem not yet conscious that some of the immense confusions in their discussions are due to their favourite words (*pax*, *peace*, *paix*, *Frieden*, &c.), which although dictionary equivalents, have entirely different associations in London, in Paris, and at the Hague. There is even greater confusion in the educational field above the kindergarten stage. To bring our English experience into a public forum we should have to explain the difference between board and boarding schools, between British and national, between primary and preparatory, between high schools and higher tops, between modern sides and modern schools. If only for use inside educational journals there is a good case for a technical vocabulary as soon as some international education association or joint committee of such association, can take the matter in hand. Some of the information quoted above has been gleaned from the League of Nations "Quarterly Bulletin of Information on the work of International Organizations," numbers 22, 23, 24, Geneva, 1928, also obtainable through Messrs. Constable, price 1s. 3d. per single number.

HUGH RICHARDSON.

THE JUBILEE OF THE BOY'S OWN PAPER

It is a rough shock to any one of mature years to hear that on January 18 last a luncheon was held to celebrate the fiftieth anniversary of the first publication of this well-known *Journal*. A rough shock indeed for those who thought themselves still middle-aged and now realize they must be sixty or over. I shall never forget the joy I felt when my mother told me that a weekly paper fit for the well-brought-up child was soon to be published, and that my father would allow me to take it in. For until then I had bought, surreptitiously, numbers of the "Boys of England," "Jack Harkaway," or "Deadwood Dick," discovery of which by parents led to immediate punishment. I wonder now if these illicit purchases in dark alleys really did make us into bushrangers, pickpockets, and debauched ruffians? Probably to the precocious youth of to-day they would appear melodramatic and rather silly. But the Victorian parent was not to be argued with; the child took his punishment with grim courage and kept down his tears as best he could.

His joy was all the greater when he found that the new paper was not a goody-goody improving sheet, but a right-down regular boys' paper, full of spirit and go. Some of us even wrote to the editor and received replies beginning, "Dear Brown." Can it be wondered if after that we continued reading the paper long after we were boys? We all loved the tales of "Kingston and Ballantyne the brave," but our favourite was a new author, Talbot Baines Reed, whose "Fifth Form of St. Dominic's" has become a classic. I gave a copy to my son on his tenth birthday and he did not despise it. How I see still the picture of the cricket match between the fifth and the school with the legend beneath: "Equal! What a shout greets the announcement!" "The Adventures of a Three Guinea Watch," and numerous other stories are probably now old fashioned and out of date, but were to us the greatest delight of the week. In the monthly numbers was included a coloured plate of public school football colours, or crests of British regiments, which were pinned up in our bedrooms. I must buy a copy of the jubilee number for old times' sake—unfortunately my son is too old to appreciate it now; and shall even I recapture the old glamour?

DE V. PAYEN-PAYNE.

DOGMATISM OF DONS

I have for some years been making a collection which, borrowing the title from Stephen Leacock, I entitle: "Moonbeams from the Larger Lunacy." The chief contribution to it from this year's educational conferences is the statement made at the meeting of the Historical Association by Mr. G. L. Woodward, Fellow of All Souls, that "very few of those who read history come to Oxford knowing the position of the capitals of the European states, the boundaries of the states, and the course of the great European rivers."

Why do university dons and professors when they speak in public, make such wild and woolly assertions?

W. JENKYN THOMAS.

Several public lectures to be given this term in the UNIVERSITY OF LONDON have been announced in our columns under the colleges which are arranging them. A complete list of all arrangements can be obtained by sending a stamped addressed wrapper to the Registrar, University Extension Board, University of London, South Kensington, London, S.W.7.

* * *

The principal series of public lectures arranged this term by KING'S COLLEGE, Strand, W.C.2, is in the Department of History; the subject is "The Social Background of English History," and nine weekly lectures by different authorities are being given. Other public courses include ten lectures, on Tuesdays, by Prof. R. W. Seton-Watson on "The Eastern Question," six lectures by Mr. A. E. Twentyman, on Thursdays, beginning February 14th, on "German Education since the War," and four lectures, on Fridays beginning February 22nd, by Dr. O. Odložilík, on "The Bohemian Revolution."

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Prize Competitions

The winner of the January Competition is "Superannuated," *proxime accessit* "V. B."

The winner of the December Competition was Mr. Thomas P. O'Connor, Rathrone, Sydney Parade, Dublin.

"Mesquin," to whom the prize for the November Competition was awarded, is asked to send his name and address.

We classify the forty-seven versions received as follows:

Class I.—Superannuated, V. B., Esse quam videri, M. R., Blackheath, Trina, J. E. M., J. Ewing, Algol, Thurlow, Chardonne, St. Bride, Beetle, A. K. M., Dane, Fidelis, Garnet, Lascella, Besigue, Cadwal, J. M. C., Woodlea, Balthasar, Plumtree.

Class II.—Nemo, Idler, Cormac, R. A D., Cyrano, Cairnmount, Als Ob, Menevia, Copt, H. R., Yendu, Bramble, Trevor.

Class III.—Bodley, E. M. S., Undine, Fantasio, A. S. R., Hibernia, TGSC, Leander, Newcomer, L.E.C.M., Nathan.

Extract from "Moïse," by Edmond Fleg (Librairie Gallimard).

Grande est la paix, ont dit nos Anciens, car, entre les anges de neige et les anges de feu, l'Eternel, au ciel, met la paix, combien plus les hommes, ici-bas, en ont besoin.

Grande est la paix, ont dit nos Docteurs, car, pour qu'elle subsiste, l'Eternel permet que le Nom divin lui-meme soit effacé.

Grande est la paix, ont dit nos Sages, car la guerre elle-meme débute par la paix.

C'est pourquoi le prophète enseignait: "Quand vous sortirez pour combattre, vous direz au peuple:—Si quelqu'un a bati une maison et n'en a point encore pris possession, qu'il parte et s'en retourne à sa maison, car il pourrait mourir dans la bataille, et un autre en prendrait possession. Si quelqu'un a planté une vigne et n'en a pas encore eu jouissance, qu'il parte et s'en retourne à sa vigne; car il pourrait mourir dans la bataille, et un autre en aurait jouissance. Si quelqu'un a promis mariage à une femme et ne l'a point encore épousée, qu'il parte et s'en retourne à sa femme, car il pourrait mourir dans la bataille, et un autre l'épouserait. Et si quelqu'un a peur dans son coeur, qu'il parte et s'en retourne à sa peur, de peur que le coeur des autres ne défaille comme le sien. Ainsi la paix sera parmi vous. Puis avant d'ouvrir la bataille, vous direz à l'ennemi:—Que la paix soit faite entre toi et moi;—et, s'il la refuse, alors seulement vous prendrez les armes."

Or, Bouki, fils de Jogli, demandait: "Moïse, notre maître, tu as enseigné:—Grande est la paix.—Pourquoi donc faut-il que la guerre soit faite?" Et Moïse répondait: "Pour faire une paix plus grande."

TRANSLATED BY "SUPERANNUATED"

"Great is peace," our Elders have said, for the Lord in Heaven puts peace between the angels of snow and the angels of fire; how much more then have men here below need of it.

"Great is peace," our Doctors have said, for in order that it may subsist, the Lord permits the Divine name itself to be obliterated.

"Great is peace," our Sages have said, for war itself starts with peace.

That is why the prophet taught: "When you go out to fight you shall say to the people: If any one has built a house and has not yet taken possession, let him depart and return to his house, for he might die in battle and another would take possession. If any one has planted a vineyard and has not yet enjoyed the fruit, let him depart and return to his vineyard, for he might die in battle and another enjoy it. If any one has promised marriage to a woman and has not yet espoused her, let him depart and return to his wife, for he might die in battle and another would espouse her. And if any one has fear in his heart, let him depart and return to his fear, lest the hearts of others fail like his. So shall there be peace among you. Then before commencing the battle you shall say to the enemy: Let there be peace made between thee and me; and if he refuse, then only shall you take up arms."

Now Bouki, the son of Jogli, asked: "Moses, our master, thou hast taught: Great is peace. Why then must war be made?' And Moses answered: "To make a greater peace."

This passage was very straightforward and, as is usual in such cases, competitors crowded into the first class. There was really very little to choose between a number of these; the first few combining accuracy with easy directness, but "Superannuated" just carried off the palm by his able avoidance of very tiny differences of meaning. For instance, "V. B." says *the eternal God in Heaven maketh peace*, this implies that there was strife between the angels until He made peace. "Esse quam videri" renders it *the Eternal in Heaven maintains peace*, whereas Fleg's statement creates the impression of peace being set there once for all. This criticism is almost hair-splitting, but among such very good competitors we must take the faintest shades of difference into account. "Esse quam videri's" other blemish was rendering *sa femme* as *his woman*, which is clumsy in English. In this blemish he had company—"Chardonne," "St. Bride," "Garnet," "H. R.," and "Newcomer"; "Cormac" was extremely modern and rendered it *return to his fiancee*.

Several competitors, viz. "Blackheath," "Trina," "Dane," "Fidelis," "Cairnmount," "Menevia," "Copt," "H. R." "Yendu," "Bramble," "TGSC," and "Nathan," omitted the charming touch *notre* in *Moïse, notre maître*, which is the Hebrew form of address for a teacher. But our greatest shock came from "Bodley," who makes Bouki begin his question: *Master Moses, you have taught us. . . .* Before we leave this point, why did "Fidelis" not translate the name *Moïse?* Leaving the French form of the name in his English version helped to bring his careful work unduly low in the classification.

Far too many versions gave *ancients* for *anciens*, instead of *Elders*, and among the rest the variety of opinions was astonishing. "Als Ob" and "Yendu" had *our fathers*, "St. Bride," *our old men*, and "Cyrano" *ancient in years*, and these renderings are passable; but all the others, which signify that the *anciens* are dead, quite miss the mark. Thus, we were given *fathers of old* ("Chardonne" and "Dane"), *forefathers* ("Cadwal," "E. M. S., Undine," "Hibernia," "TGSC"), *ancestors* ("Plumtree"), *ancient sages* ("J. M. C."), *prophets of old* ("R. A. D."), *men of old* ("Garnet," "H. R.," "Copt"), *writers of old* ("Cairnmount"), *ancient writers* ("Leander"), *they of old time* ("Bramble"), and *pioneers of our race* ("Fantasio"). All those who wrote *Elders* are commended, and we also commend certain happy renderings of *s'en retourne à sa peur: —give himself to his fear* ("J. Ewing"), *go home with his fear* ("Menevia"), *nurse his cowardice* ("Bodley").

"Cadwal's" rendering of the difficult *débute par la paix —has its origins in peace*—pleased us, and "A. K. M.," in an admirably dignified version, says, *Great is peace. Our sages have said it, for the embryo of war itself is found in peace.* Stephen Haden Guest, in his beautiful translation of Edmond Fleg's work, puts it *for war itself begins by a summons to peace.*

We thank "St. Bride" for her kind remarks and have added her vote to those asking for Italian. To judge by the few entries when a passage is set, Italian must be the least popular language.

"Dane's" letter raises the interesting point whether the author was paraphrasing Deuteronomy xx. or quoting. We think he was translating directly from the Talmud, though in his preface he confesses to have sometimes paraphrased the Talmud stories. "Dane" remarks that Louis Segoud's version of 1871 agrees with the Authorized in the phrase *qu'il parte et s'en retourne chez lui* for all four classes of war exempts. We note that the Revised Version gives all four *qu'il s'en aille et s'en retourne à sa maison.* We consider Edmond Fleg justified of his paraphrasing, as the passage has gained in dramatic intensity. We must congratulate "Dane" on a creditable performance in Spanish after so short study.

A very good Spanish scholar is "Copt," whose perfectly and gracefully expressed letter gave us pleasure. We thank "Garnet" for the stamps and kind New Year greetings.

(Continued on page 96)

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Taille un cercueil très grand, très lourd,
Pour que j'y couche mon amour."
Toc toc, toc toc,—il cloue à coups pressés,
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" Qu'il soit tendu de satin blanc
Comme ses dents, comme ses dents ;
Et mets aussi des rubans bleus
Comme ses yeux, comme ses yeux."
Toc toc, toc toc,—il cloue à coups pressés,
Toc toc,—le menuisier des trépassés.
" Là-bas, là-bas, prés du ruisseau,
Sous les ormeaux, sous les ormeaux,
A l'heure où chante le coucou,
Un autre l'a baisée au cou."
Toc, toc, toc toc,—il cloue à coups pressés,
Toc toc,—le menuisier des trépassés.
" Bon menuisier, bon menuisier,
Dans le sapin, dans le noyer,
Taille un cercueil très grand, très lourd,
Pour que j'y couche mon amour."

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While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

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HISTORY OF VOCATIONAL EDUCATION IN CANADA.—The Dominion Department of Labour has just issued as a supplement to the Canadian official Labour Gazette a booklet dealing with the history of vocational education in Canada, tracing its development from early in 1886, when the question of forming mining schools in the colliery districts of Nova Scotia was first discussed. The history of secondary vocational education in Canada since 1900 may be divided into three ten-year periods, the first including the years 1900 to 1909, preceding the appointment of the Royal Commission on Industrial Training and Technical Education; the second from 1910 to 1919, preceding the enactment of the Technical Education Act, and the last the ten-year period terminating on March 31, 1929, during which the benefits of the Act were shown in the establishment of numerous facilities for vocational education as the result of the financial help given by the Dominion Government to the Provincial Education authorities. Copies of the booklet in question may be obtained by persons interested on application either to the Department of Labour at Ottawa or to the High Commissioner for Canada, the Canadian Building, Trafalgar Square, London, S.W. 1.

* * *

A RECENT LONDON EXPERIMENT IN VOCATIONAL GUIDANCE.—At the invitation of the organizers of the Schoolboys' Exhibition held in London early in January, the National Institute of Industrial Psychology (Vocational Guidance Section) and the Career Advisory Bureau arranged, with the co-operation of headmasters, for the examination of a considerable number of secondary school boys who were in need of guidance as to the choice of a career. The examination comprised tests for general and special abilities and personal interviews with each boy singly. It was conducted without charge to schools or to parents, the primary purpose being to emphasize the importance of choosing a career wisely, having regard to (*a*) the requirements of the occupation, (*b*) the abilities of the individual and his potential development. Great interest in the examination was evinced by boys, by parents, and headmasters. Candidates were drawn not only from London schools but from schools in the provinces. Reports are now being distributed to the schools, giving a brief summary of each candidate's abilities, his qualities of temperament, character, and physique, and making recommendations of suitable careers for him. The whole of the examination work was carried through by members of the staff of the National Institute of Industrial Psychology, under the supervision of Mr. F. M. Earle and Mr. A. Macrae. The Career Advisory Bureau arranged with the schools to send up candidates and took part in the preparation of the reports. By using group methods for the most part the Institute was able to offer advice in an abbreviated form to a considerable number of those who attended the exhibition. The Institute has for some time visited schools for the purpose of examining and advising groups of boys, and the methods applied on these occasions enable a boy's principal qualities from the vocational point of view to be determined comparatively quickly. It is anticipated that, in response to the growing demand, work of this kind will be considerably extended in the near future. The Institute's examination, which includes tests of practical intelligence and of mechanical aptitude, is more comprehensive than the scholastic type of test, and not infrequently brings to light unsuspected abilities. The co-operation of persons qualified to conduct such studies with organizations such as the Career Advisory Bureau, with their detailed knowledge of the openings in various careers, cannot fail to be of great help to parents and boys.

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LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4.

Progress in Rural Studies

There is nothing more interesting to watch than history in the making, especially when events crowd upon one another and the steps of progress are short and rapid.

Science in education is making history fast. For many years science itself made very little progress. It was long in its infancy, but in the nineteenth century advance came by leaps and bounds, and in this twentieth century the progress made has been prodigious. As with science itself, so was it with science in education. It took science a long time to penetrate from the outer world into the inner world of school. There is, however, nothing unusual in this. Some minds are slow to accept the new facts of life, and even slower to understand their worth, and not only is progress incomprehensible to some, but to those who will not hear her voice science is a factor in existence to be utterly banned and discouraged.

Eventually science found its place in the curricula of schools and began at once to show its worth. Science claimed from classics its rightful share of consideration in schools and received it. The fact that it received its due was in no small measure the result of the movement that began with Huxley, and culminated in the letter on "The Neglect of Science" that appeared in *The Times* of February 2, 1916. The leading men of science of England who were signatories to the letter afterwards held a conference, and as a final result the path for the introduction of more science in schools was made much easier.

In this new development mistakes were made. It would appear that a rather narrow view was taken of the meaning of science, and subjects such as pure chemistry and physics received far more than their fair share of attention in most boys' higher schools.

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The province of science is wide, and those who saw clearly began to insist on the wider conception of the meaning of science. They demanded a more tolerant and broader appreciation of natural science (or general science), the inclusion of biology, and more generous weaving of science with everyday life; and this was as it should be, for school should prepare for life in the broad way and not in the narrow way. In this connexion the Science Masters' Association did valuable work when it produced its pamphlet on "General Science."

The liberation and acceptance of new ideas has now become rapid. Those who lead and hold authority in educational matters have seen not only that science must set its borders wide and deep, but that it must link up on all sides with other subjects. Indeed it may perhaps be better said that though a subject must be given artificial limits for the sake of convenience, yet in fact, limits must give way to a kind of internationalism in subjects.

This liberal view has been admirably demonstrated in various reports recently issued, such as the Report of the Overseas Committee of the British Association, and the Report of the Advisory Council of Education for Northern Ireland on the question of stimulating interest in country life among pupils attending county schools. This latter report gives a generous view of the kind of education that will serve to prepare children in county schools better for the rural life that may lie before them, or if their future be in towns, at least make them broader minded and more sympathetic with rural problems.

The report is intended for circulation among the managers and teachers in schools in North Ireland, but we hope it may come into the hands of all those who are interested in rural education, for the suggestions it puts forward are certainly fertile. It raises many points that invite comment and consideration. For example: The Advisory Council rightly regards the selection of the right type of teachers as a matter of primary importance. We would comment here that we trust the supply of such teachers may be sufficient both in quantity and quality. Our experience is that it is not generally so. The whole difficulty lies in the fact that teachers of this kind have to be born, and made also, and too little attention is being given at present even to the making. Where and how can students who possess a natural interest in nature study, biology, rural science, local history and archaeology receive encouragement or training? Certainly the Board of Education and its inspectors are doing their utmost to give assistance wherever possible, notably by vacation courses, but very few training colleges make any attempt to supply the need. Regular courses in this kind of work cannot be given; that is understood, and even if they were given, they might destroy the very spirit they would seek to promote. But much could be done by college societies that concern themselves with such rural interests. In schools, both large and small, most valuable work is being done by field clubs, historical and archaeological societies, and so on, especially when they are guided by expert enthusiasts.

The "town drift" from rural areas, about which the report is properly concerned, is doubtless explained in a large measure on economic grounds. It is certainly true that, on the whole land-workers are opposed to their children following the same career as themselves. Manual work, they say, is too arduous and prospects are too poor. When farm labourers allow their children to take special courses connected with agriculture, horticulture, and kindred subjects, they do so usually in the hope that such education may improve the prospects of their children to a degree far preferable to their own. Personal considerations of this kind are of great importance in rural life. Assume the imaginary case of two children in the same village, both attending the same village school, and possessing equally good ability. One eventually goes into a town, and "gets on"; occasionally he returns to his native village with good clothes on his back and money in his pockets. The other child goes on to the land, and works no less well or less ably, but unlike the former, he cannot show any signs of material prosperity. He is probably a very fine fellow, and may be more of a man than his town fellow, but his clothes are not town clothes, and his pocket is not full. All the village that is looking on takes note, and comes almost unanimously to the same decision, that land-work must be the last resource. It is this sort of personal consideration that counts so forcibly in rural life, and all the efforts of educationalists will not counteract it.

Having pointed out what appears to be a stumbling block of the first importance, it is desirable to indicate at least one important general reason that strongly supports the introduction of a rural bias into country schools. The country-bred child is usually not only intelligent, but also naturally interested in his surroundings. The country man is no dull fellow—far from it—those who deem him to be so, judge by false and superficial standards. Those who know the countryman are aware of the surprising store of knowledge he often possesses on matters relating not merely to land or livestock, but to local history, archaeology, and natural history. Touch this chord, and he will respond, his mind will open. Further, give him something to do, let him use his hands, and the brain will respond. A natural curiosity in his surroundings, and a desire to do, are born in the country child, and the kind of education that does not take these factors into consideration is foredoomed not to get the best out of the child.

Much good work is done in promoting the interests of rural life by means of such societies as women's institutes, scout and guide movements, and various others, and local experts, who give their services so willingly and freely in these cases, have been known to be equally willing to perform the same kind of service on behalf of schools. Nevertheless, it is the kind of thing that is not frequently enough done.

Another method of obtaining assistance in schools from outside sources may be mentioned: A certain number of pupils of one school, more fortunately placed in respect of teaching staff, equipment, or other facilities, prepare a series of experiments and exhibits, on, say, air, water, soil, or some life study. They demonstrate these experiments to the visiting children. A little organization in the grouping and time spacing of the visitors is required to ensure smooth working, but if this is done there is no doubt about its success. Both sides gain enormously in many respects. Neither the visiting expert nor the conversazione method is intended to supplant regular study, but either can do much to supplement it.

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The report directs attention to the need of linking up much that is best in English literature with rural education. It also refers to the added value that lies in lessons in arithmetic, geography, history, and other school subjects, when such subjects are linked up with rural surroundings and occupations. These are all most important suggestions, and ones that are fundamentally sound, because the countryside as we see it to-day is the resultant of the activity of human and natural forces. Dull is the countryside that reflects no natural forces, no history in its making, and dull indeed is the teacher who cannot see them when they are reflected.

It is true to say that almost every corner of our rural surroundings can be linked up quite naturally with the work done in school. The village, its size, shape, name, buildings, the scenery of the neighbourhood, farms and fields, woods and lanes, can all tell real and living stories. There are, truly, books in the running brook. Nature will tell her story, and those who have trodden this land before us will tell theirs if we do but seek them. The study of the soil, of the plants and animals that live on it, of the geography of the land as it was and is, of the doings of our forebears, of the languages they spoke, and even of the dances and songs that rejoiced their hearts, can become one great homogeneous study and not a number of separate studies. This study can make the teaching in schools very real and truly educational, and any effort to make more of the study of all that belongs to rural life is very much worth while.

Occasional Notes

IT has been said, and probably with great truth, that in no country in the world does the teacher enjoy greater freedom than in this country. The English teacher resembles a master mariner. He is captain on his own deck. He is subjected to a minimum of interference in shaping the curriculum and in choosing text-books, and to no interference at all, beyond inspectorial advice, which he can usually take or reject, in choosing methods of instruction. The Board of Education is almost ostentatious in its refusal to go beyond "suggestions to teachers" and to others concerned. And the English teacher would be blameworthy indeed if he did not guard jealously this fine heritage of freedom. He is quite right, for example, in putting himself on guard against the encroachments of the B.B.C. in the matter of school broadcasting. Our own view on the general subject we have frequently expressed. The B.B.C. enterprise is partly based upon the utter fallacy that talking is teaching. Even if these two terms were convertible, the voice from the void would be only of very limited use, compared with the voice from the living presence even of a comparatively undistinguished person. Above all, we should be landed in a ridiculous position indeed if we found ourselves with a Board of Education which resolutely declines to trespass upon the teacher's freedom, and a Corporation acting under another department of State which resolutely attempts to make the teacher a machine-minder. Broadcasting is simply one of many devices which a teacher may employ, just as blackboard sketching is; and the sooner the B.B.C. understands this the better.

The B.B.C. and the Schools.

IN what he said at the North of England Education Conference, we take it for granted that Dr. James Graham, from the nature of his position, has a close acquaintance with the facts as to the unfortunate lack of co-operation between local authorities. He certainly did not mince his words, and we gather that, in his view at least, the time for an unambiguous declaration has arrived. He tells the public that the permissive power of co-operation conferred upon the local authorities by the Act of 1921, has seldom been used, such power being generally taken to mean, "Let the other fellow work it out and pay the bill." He says that everybody knows it. What he means, of course, is that it is well known to all the people who are immediately interested, and that it ought to be more widely known. "Parochialism," he says, "is the curse of our educational system. Local education authorities too often regard each other with suspicion, and before committing themselves to any given policy ask themselves the question—what are we going to gain? Indeed, if some of them cannot get their own way, they studiously set out to wreck any scheme of co-operation." Coming from a man of Dr. Graham's experience, these are strong words; and if they are too strong, they ought to be refuted.

Lack of co-operation between L.E.A's:

IN bringing this matter to public notice at the present time, Dr. Graham has particularly in mind two coming problems, in respect of which, failure to co-operate must mean pretty complete failure to get the problems solved. The first arises out of the recent report on education and industry. If the desired ends are to be achieved, there must be co-operation between the captains of trade and the education authorities. There must also be co-operation between the education authorities themselves. Dr. Graham cites the regional scheme of co-operation which has been set on foot in Yorkshire, and which grew out of an inquiry and report by the Board's inspectors, as a good example of what he means. The second of the two problems is that which must arise in connexion with the Hadow report. What, asks Dr. Graham in effect, is to be the position of a Part III authority which—as is not uncommon—is far less conservative than its parent Part II authority, but which will be unable of its own act to proceed to carry out the required re-organization? Legislation will ultimately be necessary. Meantime, the only hope lies in cordial co-operation.

Why a remedy is urgently necessary.

THE files of this *Journal* will show: (1) that more than forty years ago a notable public controversy took place in this country, heralded by an article which appeared in *The Nineteenth Century*, on "The Sacrifice of Education to Examinations," and (2) that that controversy has been going on more or less warmly ever since. It is really remarkable that at the recent conferences, both in London and at

Examinations again.

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Newcastle, the same things have been said about examinations, and said at least as strongly, as were said in 1888 and 1889. Sir Michael Sadler was quite a young man then, and now we find him repeating earnestly what was said by men of equal experience and eminence at the earlier date. He has, however, added the original remark that examinations are at present doing us more harm than drink. He is probably right, if only because whisky is three or four times dearer than it used to be. We agree with him, and with the speaker at the North of England Conference, that what we need is a thorough-going investigation of the examination system, at any rate as it affects schools—an investigation which should be as scientific as it can be made. Mere opinion has carried us as far as it is likely to carry us. We are puzzled. And yet we know that examinations fail to test some important things, and we see the absurdity of assuming that even the best of examiners can form a more trustworthy judgment than that which is represented by an honest school record.

THE question of the Common Entrance Examination to public schools received another airing at the Headmasters' Conference, and the voting on Mr. F. Fletcher's resolution declaring that the examination ought never to be competitive, that it ought not to be treated as a final and decisive, but should be qualifying in character, is illuminating. There was no opposition, we are informed, though a large number of members abstained from voting. Mr. Preston made the valid point that schools which imposed a higher standard of admission were not doing their share in national education. Dr. Norwood again denounced the whole system and looked forward to the abolition of the examination " in the not distant future." He advanced a plea for fuller co-operation between public and preparatory schools and Mr. W. W. Vaughan spoke candidly of the difficulties of preparatory schools in finding good teachers. Mr. Fletcher's remark that so long as the examination was not taken too seriously by boys, parents, and preparatory school headmasters, or too arbitrarily and mechanically administered by the public schools, it served a useful purpose, was one of the wisest things said in the discussion, and can be usefully applied to all examinations.

Entrance to Public Schools.

THE address delivered at the annual meeting of the Incorporated Association of Assistant Masters by Mr. E. Hotham, the retiring chairman, naturally covered a wide range of topics. Most prominent among them was his criticism of the passage in the Board's pamphlet, on " The New Prospect in Education," which declares that " the secondary school as we now know it," must continue with its present aims and its special standards. Mr. Hotham frankly deplores this declaration of policy. His objections to it are: (1) that children of 11 are drawn into the secondary school because of its amenities, notwithstanding the impossibility of saying at so early an age what type of education is most suitable; (2) that a hard-and-fast line between the secondary and the central type of school is entirely unsuited to rural areas; and (3) that the curriculum of the secondary schools is definitely designed on university entrance lines, notwithstanding that the great majority of the pupils never hope or desire to enter a university. These are strong arguments for a modification of policy, especially in non-urban areas. Can it be that the Board's administrative machinery stands in the way of a desirable reform?

The Secondary School as we now know it.

LORD EUSTACE PERCY visited Brighton on December 31st, and addressed a public meeting held in connexion with the conference of the Incorporated Association of Assistant Masters. He referred to the new developments now taking place, and asked what was the peculiar place and function of the grammar school. Nothing, he said, must be allowed to water down the ideal which was embodied in that type of school, for the grammar school tradition was an educational asset. He went on to remark that whatever might be a man's occupation in life his capability was enormously increased if he could learn about his job from books. Were grammar schools teaching their pupils to find their way about by the help of books? Secondary school teachers knew how to teach too well, and led their pupils to rely rather too much upon what they were told and not sufficiently upon what could be found out in the school library. The lad who went to the university too often had never owned a serious book in his life. The real root of the evil lay in the fact that there seemed to be a thoroughly wrong relation between the secondary school and the universities. The grammar school pupil who intended to go up to the university had no leisure to turn round in among his books, because he was always preparing for some examination or other. The President then dwelt on the evils of early specialization, and said that the business of secondary schools was to turn out men who would be capable of being independent students in any subject which they might wish to take up.

The President at Brighton:

IN directing attention to the calibre of the students now going up to the universities, Lord Eustace was endorsing, in his own striking way, much of the criticism that has been offered by university teachers themselves. A good many secondary school teachers would put the matter even more strongly, and would say that the exigencies of examination requirements compel them to dictate notes to their pupils instead of leaving the latter to compile their own from works of reference. The result is, that after a time the pupil becomes incapable of using a book properly, and is utterly lost unless he has notes which he can cram up. It would be easy to enlarge upon the evil effect of this—lack of initiative and self-reliance is only one result. And the trouble is that the grip of the examination system is so tight that a remedy is difficult to find. As to the special function of the grammar school, we trust that the President does not intend it to be a place apart from all other forms of secondary education. We hope that it may yet be possible to set up large secondary schools of which the academic or grammar school side will be only one department. To do this would not in our opinion damage the grammar school tradition. Rather would this tradition help to enrich the newer departments which would be working side by side with the old. One more point must be made. We observe that Councillor

A few comments.

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Hone, of the Brighton Education Committee, while giving Lord Eustace full credit for being foremost in propaganda on secondary education for all, regretted that he had not followed it up with some legislation putting into practice what he preached. Many educationists will echo this sentiment.

Sixth Form Work.

AT the January meeting of the North of England Education Conference, Prof. H. V. A. Briscoe read a paper remarkable alike for its sound sense and for the vigour with which it was expressed. Taking as his subject the scope and content of sixth form work, Prof. Briscoe urges that what we have to do is to introduce in the sixth form much more than we have yet had of the process of learning for oneself; the chief function of the teacher should be to supply, not information, but topics for inquiry. It requires courage—and a sympathetic headmaster—to put this plan into action, but we are convinced that it is the right and proper one. If boys, while still at school, are not taught how to learn by themselves, then one of the chief duties of the schoolmaster has been neglected. Prof. Briscoe remarks that possibly some who sympathize with his views may yet hestitate to adopt them in practice for fear of the consequences in examinations. We venture to assert with confidence that such fears are unfounded. The student of 17-19 who is trained to study independently, will do much better than one who is spoon-fed. Of course, for such a scheme to work successfully, the school library must be well equipped in all departments. Unfortunately, the present equipment of science books in the schools is usually quite inadequate, and Prof. Briscoe strongly represents to heads and local education authorities that a very substantial improvement should be effected with the least possible delay. He would like to see such books as the Chemical Society's "Annual Reports" and "Memorial Lectures," Mellor's "Comprehensive Treatise," and Glazebrook's "Dictionary of Applied Physics," generally available, and feels that older boys and girls should be able to read *Nature* and consult the *Journal of the Chemical Society* regularly.

Biologists for the Empire:

THE letters that have recently appeared in *The Times* have called attention to the shortage of trained biologists, and have probably opened the eyes of the public to the number of posts available but "going begging" for lack of suitable candidates. The need has been further emphasised in a speech by Mr. Ormsby-Gore, M.P., Under Secretary for the Colonies; and has been given greater publicity in a leaflet issued in January by the Minister of Agriculture and Fisheries. *The Times'* correspondence, initiated by the Vice-Chancellor of the University of Birmingham, does not (excepting a well-informed, hopeful, and constructive letter in which patience is urged by Mr. W. Jenkyn Thomas, Joint Hon. Sec. of the Head Masters' Association), furnish much encouragement to the teachers of biology in schools. Professors of botany at both the older universities express preference for non-biologically trained students. Thus the Master of Downing, though looking to the schools to remedy the defect, writes: "If students of good ability come to Cambridge with a sound elementary knowledge of chemistry and physics, we can provide the necessary training in botany." And at Oxford, Prof. Tansley wants: "a freshman . . . with the spirit of the naturalist . . . and . . . possessed of a sound knowledge of the elements of physics and chemistry, and of the rudiments of their application to the processes of living things." But, we ask, if a lad has not discovered his latent taste and aptitude for biology by the age of 19, when he goes up to the university, is it likely that it will dawn upon him in the three next years?

Biology as Base of General Science.

GRANTED the supply must come from schools, how are these to foster "the spirit of the naturalist"? That spirit, largely from lack of opportunity, is rare in the town-bred boy; whereas the country-bred lad who has spent leisure in birds' nesting, shooting, fishing, helping on the farm, and in similar amusements, is usually observant of nature, and curious regarding her processes. To-day our population is increasingly urban; and rural pursuits are often supplanted by organized games. Wild nature is thus brought to the direct notice of far fewer of the present generation than of the preceding. That the naturalist spirit is latent in many town-bred boys is certain. It should be the business of schools so to plan their courses of general science that these potential biologists may discover their *metier*, and in due course become kinetic in empire service. A pre-school-certificate course based primarily on biology (human, animal, and plant), but with the frequent digressions which biology necessitates into the realms of chemistry and physics, would afford to potential biologists, chemists, and physicists alike, the opportunity to "find themselves." It would involve close and loyal co-operation between the several members of each science staff; but we cannot believe that some such general course is beyond the wit of science masters to devise and carry into effect. School gardens and farms, affording a host of subjects for experimental inquiry, could and should be worked in conjunction with such a course. These would give to it the reality that is lacking from too many laboratory courses.

Women Medical Students.

WITH every desire to see justice done to women in the matter of medical education, we cannot commend the letter which Miss Eleanor Rathbone and Mrs. Norton, on behalf of a large number of women's organizations has addressed to *The Times*. "We cannot discuss fully here the vexed question of separate *versus* co-education," the writers say. But that, of course, is the main question, over-riding the imputing of motives such as sex prejudice and jealousy and purely commercial considerations for the exclusion of women students from certain medical schools. Nor can we agree that the University of London is under "a statutory obligation to afford equal educational opportunities to all students without distinction of sex." All university degrees, honours, and prizes are open equally to men and women, but there is nothing in the constitution to impose co-education to the exclusion of separate education, as the existence of many women's colleges affiliated to the University sufficiently attests. Is there any evidence that women students have been unable to obtain medical education with the existing facilities?

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LORD EUSTACE PERCY, President of the Board of Education, is always a welcome visitor at educational conferences, and his address to the National Society of Art Masters is further proof of his versatility. In the history of our national education, science and art have been closely connected, but the reasons are more accidental than intrinsic, and we agree with Lord Eustace Percy that art and technical education present two distinct problems. "Broadly speaking," he said, "a nation would have a high standard of industrial art if it had a great school of fine arts." This *dictum* was received with cheers. His suggestion that art education must make use of part-time teachers, so that time may be available for the artist to develop his own work, is also thoroughly sound. There is no reason why London should dominate art education, and we approve the President's suggestion that provincial art colleges (like provincial universities) must not restrict their work to their particular locality, even though supported by local rates.

Art Education.

IT is difficult to understand why the study of the history of education is so sadly neglected in our universities, for a more fascinating subject it would be difficult to find. The seventeenth-century is not usually regarded as a stirring epoch in educational history, but this period was selected by Mr. G. N. Clark for a stimulating address to the Historical Association. The ages of university students had risen since the middle ages, but the universities as a whole were in a state of stupor, an honourable exception being the Dutch universities, to which many German students resorted. Their fame—it has been suggested—was based on their impartial method of appointing professors. As to other branches of education, the lecturer referred to the work of the Jesuits, who were pioneers of educational practice at the beginning of the century. "The Jesuits were the supreme example of the continuance of the ecclesiastical power over education, and yet their influence was unlike that of the medieval Church." Their tradition is not yet extinct, but human knowledge has become much more complex since their period of splendour.

Seventeenth Century Education.

THERE is such a flow of educational eloquence at this season of the year that some of the best speeches are apt to receive inadequate attention. We hope, however, that the remarks made by the High Master of Manchester Grammar School at the North of England Conference will be duly noted. He was speaking on the group system in secondary school examinations, and while he thought that an able boy ought to know something of English literature, European history, mathematics, science, a foreign language, and some aesthetic or practical subject, he agreed that there is a valuable type of pupil to which this type of instruction is a burden. He believed the Headmistresses' Association to be right in maintaining that the education of young folk through practical subjects has been woefully neglected, and he urged that a fundamental change should be made in our secondary schools by allowing boys and girls to take these. They were not a soft option if properly taught. He strongly dissented from the view that the aim of the secondary school should be restricted, and that admission to it should be confined to those pupils who are able to profit by an academic type of instruction. We think this is the sound view, and agree with Mr. Miller that the segregation of academic and non-academic pupils is unwise, and that the best type of school is one which is able to carry both types, thus giving a breadth to the outlook which is impossible in a school where the activities are restricted.

Practical Subjects in School.

A RECENT discussion regarding the appointment and promotion of headmasters in the Glasgow Education Authority revealed a rather appalling situation. In the ordinary course of events no teacher can hope to become a headmaster in Glasgow before the age of fifty-five or so, and in the ten years of professional life that remain to him after that he must qualify for the headship of a first-grade school by passing through third and second grade schools, and may in doing so be headmaster in several schools. The effect of the system on the schools is paralysing. Most men who have acted in a subordinate capacity up to the fifties have little enterprise and initiative left, and are content to follow the line of least resistance. In any case, why should a man of ideas make any changes that will take time to work out when the chances are that he will be transferred to another school in a year or two? The Authority has belatedly appointed a committee to look into the matter. If the committee is to be of any use it must not limit itself to the headmaster question, but face the whole problem of promotions, for the root of the evil is in delayed promotion at every grade. It is certainly not an easy problem, and it is complicated by the vested interests of the existing teachers who have grown old in the service of the Authority, awaiting advancement. But if education is not to stagnate in the city of Glasgow, the age of appointments must be steadily lowered till really capable men (and women) can count on headships by the age of forty.

Appointments and Promotions in Glasgow.

AT the last meeting of the Edinburgh Provincial Committee for the Training of Teachers, Prof. Godfrey Thomson, reporting on the enrolment of students for the current session, called attention to an unexpected result, so far as Edinburgh was concerned, of the national scheme for the restriction of the numbers of students in training. So many of the women, who in the ordinary way would have taken the two years' course, had gone to the university, to secure entrance to the post-graduate course in a later year, that the number of entrants had fallen short of the quota fixed for the centre. That, as Prof. Thomson said, is a good thing for the profession. It brings nearer the time when all the unemployed young teachers will get posts, and it hastens the coming of the graduate profession. Some members of the committee seem dubious about the policy of restriction on entry. Considering the numbers unemployed, the dubiety should rather be whether restriction was not too long delayed. In a country like Scotland, where the small number of authorities makes it comparatively easy to anticipate the incidences of supply and demand, a situation like the present in regard to unemployment need never occur and would not occur if intelligent action were taken beforehand. In this connexion it is to be noted that the growing practice of education authorities employing only

Restriction of Training College Entrants.

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those young teachers who have been educated in their own areas is another wrong situation which ought to be prevented and which can even yet be prevented by properly concerted action. What are the provincial committees and their allies the education authorities for, if not to regulate betimes such matters as the supply and distribution of the teaching forces of the country?

MR. DESMOND MACCARTHY'S new magazine* seems to be steadily winning its way into popular favour, and is even securing for itself a place on the bookstalls among gaudier and more meretricious monthlies. It recalls the best features of the famous Victorian magazines, most of which, though happily not quite all, dropped quietly out of existence some thirty years ago. It is like them, that is to say, in appealing to cultured tastes and assuming that its readers have enjoyed a good education. At the same time it discusses both "life" and "letters" with more freedom than was permitted by or to the Victorian editor. Lately it scored a distinct success by the publication of Mr. Hilaire Belloc's amusing and characteristic "Belinda"; and it begins the new year well with a number to which Arnold Bennett, George Santayana, Augustine Birrell, Bruce Dickins, and Kathleen Wallace, all contribute papers. Mr. Dickins's footnote to eighteenth century literature, describing the wonderful and long-continued popularity of Doctor James's Powder, is alone worth the price of the number.

"Life and Letters"

THE headmaster of Foyle College, Londonderry, referred at a recent Speech Day to the number of Irish boys who are sent to England for their education. The problem is not a new one, but impetus has undoubtedly been given to the tendency by the fact that many parents in the Irish Free State, who belonged to the old Unionist party, feel that the "Irish Ireland" policy of the Government as applied to education, might separate their children from cherished traditions, and hinder them from the full advantages of their citizenship of the Empire. These fears are probably exaggerated. Most of the schools retain their former character, and "compulsory Irish" does not mean that every secondary school-boy must learn the language—only a reasonable percentage in each school. There is no doubt that the social status of the English public schools and their superior resources are the real causes. As regards status, there are three schools in Northern Ireland, and one in the Free State, represented on the Headmasters' Conference, and others of similar standing: the standard of education is, in general, very good, and, as a rule, the backward boy can receive more attention in a smaller school. It is an anomaly that while the English schools are overcrowded, Irish schools of good standing have need of more pupils. Further support of their own schools by Irish parents of the well-to-do classes would enable the schools to bring their staffing and equipment to a level equal to those across the channel. And why, in Ireland, is the "pious founder," to whose generosity the English foundations owe so much, rarely or never to be found?

Irish Boys in English Schools.

THE secondary school teachers' pensions scheme in the Irish Free State is promised for an early date, when the Oireachtas reassembles. Its coming has been so long deferred that its terms will be scrutinized more severely than had the just claims of the teachers been met promptly. If, as is rumoured, the schools are to be part contributors, it is difficult to see how they can spare anything from their still inadequate grants. Meanwhile, the national teachers have grounds for anxiety and complaint: their pensions, for which an increasing sum is required, have to be met from a fund which is not provided directly by the State according to need, but is mainly dependent on a fixed endowment derived from the Irish church monies at disestablishment. The teachers are naturally unwilling that their contribution, at present 4 per cent of salary, should be increased; but the exchequer, under present conditions, is not likely to be able to increase its allocation. The Ministry of Education is at present in conference with the Irish National Teachers' Organization on the subject, in search of an agreement.

Pensions.

ONE of the smallest and strangest educational societies in existence, the Island and Coast Society, strives to supply a need which is almost unique on the very fringe of the educational systems of the British Isles. It endeavours to assist in the education of a few groups of scattered Irish Church schools on the western coasts and islands. Seventeen schools in all, most of them merely groups of a few children, are aided by small financial grants, and by gifts of much needed clothing. We learn of its beneficent activities from its annual report, in which it is strange to read of a grant to repair a poor teacher's house on a western island, which was almost blown to bits; and another to pay his fare on a fishing boat every week to the mainland to buy provisions. The Society's quiet service deserves wider knowledge and support.

Island and Coast Society.

IN his report on the session 1927–8, Principal Charles Coles, of the Technical College, Cardiff, pointed out that there were 5,233 individual students in attendance, which is double, whilst the number of student hours is treble, that of the highest pre-War figure. Substantial additions have been made to the accommodation so that the College will now be able to give increasing attention to advanced work, particularly in matters more intimately affecting the industries of South Wales, e.g., fuel technology and industrial chemistry. The College has also been accorded full recognition by the Royal Institute of British Architects, so that students may now pursue a full course of five years for the Associateship there. Principal Coles raises the extremely important issue of the need for closer co-operation between industry and education. He points out that this can best be accomplished in the first instance on a national basis corresponding to national organization and thereafter on regional, as opposed to local, bases corresponding with well-defined industrial areas. This has been the line of development in the United States, Germany, and Switzerland. There are 382 local education authorities in England and Wales, and it is obvious that, if each authority adopts a policy of isolated effort in its own area without reference to

Technical Education in Cardiff.

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the needs and resources of adjoining areas within the same industry, there must be overlapping, waste, and loss of financial and teaching power. The aim should be to develop and maintain a relatively few highly-equipped institutions of high standing situated in well-defined areas corresponding to the main industries.

Juvenile Employment Scheme:

THE thirteenth annual report, for 1927–8, on the working of Cardiff's Juvenile Employment Bureau, points out that the scheme has gained in dignity by transfer to new premises. "The psychological effect of premises is a very important one as its suitability or otherwise has a very material effect upon the work conducted therein—an effect much the same as that of clothing to an individual. Hitherto the Bureau premises have been of a makeshift character, shabby, ill-equipped, and unfortunately situated, and the assessment of its value, it is feared, has been made accordingly." The year was the worst in the history of the Bureau from the point of view of history and trade, and the prospect of the unemployed juvenile is said to be extremely dismal and unpromising. It will never be possible to assess the extent of juvenile employment until a working certificate system is adopted. It is probable that the number of juvenile unemployed in the city is double or treble the number actually registered. Considerably over a thousand juveniles, representing over 10 per cent of the juvenile population, are "in a state of unemployment." The report indicates very clearly the limits beyond which no scheme can proceed under present conditions, and says that "if the city is to develop or even to sustain its present position, some scheme should be set up without delay to provide more fully for the adequate employment of the inhabitants." There is a tendency at present to employ the younger juvenile, i.e. the type which has not been to a secondary school, because he is cheaper.

Relief of Unemployment of Juveniles.

AN inquiry was made by the Cardiff Committee, at the request of the Ministry of Labour, into the effect of the fall in the birthrate during the War years on the number of juveniles available for employment during 1928–33. In 1928, 3,176 children of 14 years of age left the elementary schools; in 1933 the total of the leavers will be about 3,356. For secondary schools the numbers—of leavers at 14 and 16 years of age—are given as 438 and 103 respectively. It is pointed out that the present proposal to raise the school-leaving age to 15 in 1932 will have a most disturbing effect on industry as that is the year when the number of juveniles available for employment will have reached almost its lowest figure. Under a migration scheme introduced by the Ministry of Labour, fifty boys and girls have been transferred to other areas—mainly the Midlands and London—but this scheme can get a fair chance only when there comes a considerable expansion of trade. Tribute is paid to the after-care work of voluntary associations such as the Y.M.C.A., Rotary Clubs, and Toc H. The scheme for the emigration of juveniles has been disappointing: the schemes of shipping companies are more successful than those of bureaux and employment exchanges because the formalities are less onerous and rigid. Parental objection and poor physical condition of the applicants are stated to be factors contributing to the failure of official emigration schemes. A seaside camp has been secured where batches of from forty to fifty boys are given courses of intensive training for farm work in the colonies: this scheme is being financed very largely by the Overseas Department, which will contribute 75 per cent of the cost.

Milk as a Food.

THE dietetic value of milk has received decisive proof as the result of an experiment on 1,425 Scottish children. Roughly speaking, an increase of 23 per cent in height and 45 per cent in weight was recorded in the group of children to whom the ration of milk was administered, and increase of weight of about 3 lb. compared to 2 lb. One of the other groups received a ration of biscuits fully corresponding to the extra energy provided by the milk ration. "What is perhaps more important," Mr. Walter Elliott, of the Empire Marketing Board, reports, "is the general impression of alertness and boisterousness which the 'milk' group produced on outside observers." *The Times*, in a leading article, acknowledges the importance of this experiment, remarking that whole-milk is the most valuable food for school children. "By means of it, strong, well-grown, and healthy young bodies can be built up at a relatively small cost." Bread stands for quantity, milk for quality. Butter—regarded as a luxury in some boarding schools—and cheese, have many of the dietetic values of milk.

The General Election.

A GENERAL election is promised during the present year, and its results will be awaited with unusual interest, not only for political reasons. It is our schools which have prepared the vast new electorate of young women for their new responsibilities. Rumbles of the coming election have already been heard in some of our universities. Sir John Gilbert, Chairman of the London Education Committee, who is to be nominated as the official Conservative candidate for the University of London, will make a strong appeal to teachers on account of his educational services. Dr. Graham Little, the sitting member, resents the action of the Conservative Association in opposing his re-election, particularly one of the reasons advanced that he moved the rejection of the Government's University of London Bill. He maintains that in taking this action he was acting in the best interests of the University and fulfilling the historical function of a university representative. But that is the precise point on which there is some difference of opinion. In earlier days, Sir John Lubbock (Lord Avebury) was no champion of re-constitution, but he did not attempt to use the Partingtonian mop.

NEW IDEALS IN EDUCATION.—The Annual Conference on New Ideals in Education will be held next Easter in Malvern at the Malvern Girls' School, Worcestershire. Among those who have already promised to lecture are Prof. J. H. Muirhead, whose subject is to be "The Religion of a Teacher"; and Prof. Marcault who will speak on "The Psychology of Individual Education"; Dr. Stanton Coit on "The Spiritualization of Business"; Commander B. T. Coote, O.B.E., "An Alternative to Compulsory Games in Schools"; Miss Muriel Lester, "The Mental Conflicts of the Adolescent in Industry"; Mr. Edmond Holmes, "The One Thing Needful"; The Rev. C. H. S. Mathews, "The Religious Education of the Young"; The Rev. A. H. Peppin, "The Educational Value of the Study of Music," and Miss Beatrix Holmes, "Handwriting." All who are interested in education will be welcome, and a session will be kept open for teachers and other educationists who are doing experimental work which they wish to describe. Applications should be made to the Secretary, Mrs. Mary Collins, Fairacre, Wiltshire Lane, Eastcote, Middlesex.

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Examination Hints for Science Candidates

By J. W. WILLIAMSON, B.Sc., Barrister-at-Law

BEFORE coming to details, let me say at the outset that there is one consideration the candidate should bear in mind throughout the whole examination. It is this. Remember all the time that *the paper you hand in can, and will, give an impression of personal character and ability*, and this sways the examiner's judgment as much as the impression of personality in a personal interview. Not only what you say, but the way you say it, is bound to leave an impression on the examiner's mind of the kind of person you are. You are not likely to get full value for the knowledge, accurate though it may be, that you do serve up, if you present it in such a way as to persuade the examiner that you are slipshod and sloppy in thought and method. My belief is that in the general run of examinations at least from 20 to 25 per cent of the marks are given for what we may call style and general impression. It is your business to get as much of that 20 or 25 per cent as you can.

Read the question carefully. Note every word. In particular try to get at what was at the back of the examiner's mind when he set that question. It will help you considerably to find the right answer. Assume that the words mean what they say. For example, "Deduce from first principles" means *deduce*; it does not mean merely *state* or *enunciate* the results. "State" means state and doesn't ask for anything more than a statement.

Answer the question that is set and not the one that might have been set, and, if you had had any say in the matter, would have been set. At the same time, if there is an obvious obscurity or ambiguity in the question, point it out and direct attention to your interpretation of the question upon which you base your answer.

Let your handwriting be at least neat and legible, if not beautiful. After all, it is written to be read, and it should be so written as to be read without effort. *Generally speaking, it pays to do the easy questions first.* The mere fact that you have some questions done satisfactorily and put away to your credit sharpens your wits and increases your confidence for what is to follow. Spend roughly—very roughly, perhaps—about the same time on each answer, but if there is one question, for example, on which you can spread yourself so as to create a good personal impression, it may be worth while to spend double the average time on that, even if you have to truncate somewhat your other answers.

Bear in mind that *lucidity of statement and clearness of arrangement are most important.* Don't waste time in coming to grips with the question. Plunge in *medias res* straight away. We want no overture to this opera. Up with the curtain and on with the show at once. If you have not time to answer in full detail a question on a subject which you know well, indicate broadly and generally the answer so as to show the examiner that you have a thorough grasp of the principles and methods involved. *Give the examiner a good outline of the forest if you haven't time to describe every tree.*

Use tabular statements and diagrams freely in elucidation of your answers. But don't offer them up without dressing. For one thing, a mere table or a diagram gives no personal impression. Your voice cannot be heard in a tabular statement and the examiner wants to hear your voice. Write a connected account that is a literary composition, lucid if not stylish. Preciosity and sonorous periods are not called for. But don't write in the style of a shilling telegram, as though you were afraid of losing a bawbee over every definite article: "Filtered, washed precipitate, ignited. Red colour. Gas given off"—you know the jerky abomination:

Letter your diagrams plainly and see that the letters on the diagram do correspond with the letters used in the descriptive text. Nothing is more annoying to an examiner, for example, than to read in the text: "P is the valve," and then to hunt the diagram from top to bottom and from side to side without finding a "P" anywhere. And do see that your diagram is on the same page as the text to which it refers. You will not coax generous marks out of an examiner by making him hunt back a page or two every time a letter or number is mentioned in the text.

MATHEMATICAL SOLUTIONS

Mathematical solutions and calculations should be presented as ordered arguments, proceeding steadily from step to step. The figures and quantities should advance line by line, in review order of platoons, companies, battalions, and regiments, and not as a disorderly mob. Even the solution of a simple equation is an *argument* and it should read, with the recognized abbreviations, of course, as connectedly as a fairy story. It irritates an examiner to see a confused maze of calculations from which the candidate gathers up the fragments that remain—"twelve baskets full"—and, hey presto! suddenly presents the correct result as a conjurer produces a live rabbit from his vest pocket. The examiner wants you not only to tell him the correct answer, but also to show him clearly how you came by it.

Remember that you are not free to violate the rules of logical argument, even in presenting a mathematical solution. For example, there is one frequently recurring type of mathematical question which is more often than not answered by begging the question. Here is an example from Sir Oliver Lodge's fascinating little book, "Easy Mathematics":

Prove that $\frac{1}{2} \log 72 = \log 3 + 1{\cdot}5 \log 2$. That is the question.

Here is Sir Oliver Lodge's solution:

"One way to prove it would be to double both sides.

$$\begin{aligned} \log 72 &= 2 \log 3 + 3 \log 2 \\ &= \log 3^2 + \log 2^3 \\ &= \log 9 + \log 8 \\ &= \log (9 \times 8) \\ &= \log 72 \end{aligned}$$ Q.E.D."

When I read this I wrote in the margin "Et tu, Brute!" For what has Sir Oliver Lodge done? He has begun by begging the question, by *stating as a fact* the very thing he was asked to prove, namely, that $\frac{1}{2} \log 72 = \log 3 + 1.5 \log 2$ and he has ended by two statements, one of which is unnecessary and the other untrue. The unnecessary statement is that $\log 72 = \log 72$, for we all know this. The untrue statement is that it was required to prove this, for that is the plain and only meaning of the symbols Q.E.D.

Now there are only two logical ways of proving an identity such as this. You must either begin with one of the identities and show, step by step, that it can be transformed into the other, or you may state that the identity to be proved is true *if* the successive transformations of each side are equal, and then transform until you get identical expressions on each side, ending with, "But these are identical, therefore the original statement is true." For example, the solution of the above quoted question should be presented in either of the two following ways:

(1) To prove that $\frac{1}{2} \log 72 = \log 3 + 1{\cdot}5 \log 2$

$$\begin{aligned} \tfrac{1}{2} \log 72 &= \tfrac{1}{2} \log (9 \times 8) \\ &= \tfrac{1}{2} (\log 9 + \log 8) \\ &= \tfrac{1}{2} (\log 3^2 + \log 2^3) \\ &= \tfrac{1}{2} (2 \log 3 + 3 \log 2) \\ &= \log 3 + 1{\cdot}5 \log 2 \end{aligned}$$ Q.E.D.

or (2) if

$$\begin{aligned} \tfrac{1}{2} \log 72 &= \log 3 + 1{\cdot}5 \log 2 \\ \log 72 &= 2 \log 3 + 3 \log 2 \\ &= \log 3^2 + \log 2^3 \\ &= \log 9 + \log 8 \\ &= \log (9 \times 8) \\ &= \log 72 \end{aligned}$$

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But these are identical

$$\therefore \tfrac{1}{2} \log 72 = \log 3 + 1{\cdot}5 \log 2 \qquad \text{Q.E.D.}$$

A trivial matter, you say. Possibly; if the difference between a loose expression and a water-tight expression is trivial. But, I repeat, you are bound to give the examiner a personal impression by your answers, and it cannot pay to give him even a slight impression that you don't see when you are begging the question. I'm very sorry, but we cannot give Sir Oliver Lodge full marks for that answer. He has lost a bit on general impression.

Formulae and Symbols

In quoting formulae explain what the symbols stand for. For example, do not give the formula $s = ut + \frac{1}{2} f t^2$ without explaining what *you* mean by *s*, *u*, *t*, and *f*. However familiar the formula may be it is your business to tell the examiner what *you* mean by the symbols you use. Even in such a simple statement as "PV is a constant," P and V should be defined, and, of course, the conditions which qualify the statement should be given, namely, in this case, that the temperature is constant and that we are dealing with a given mass of gas. This last point is important. Many candidates state a formula barely, as though it were absolutely true under all conditions. Wherever you know the limiting conditions (range of temperature or range of pressure, for example) state them when you quote the formula.

In the descriptive part of the answers to chemical questions do not use formulae instead of names, unless, of course, you are giving an equation or directing attention to the question of constitution or composition. For example, it is as slipshod to write, "I poured some dilute H_2SO_4 on to some granulated Zn" as it would be, in giving a description of the tragedy of Lot's wife to write, "She was turned into a pillar of NaCl"; or to quote the Ancient Mariner thus:

"H_2O, H_2O everywhere
And not a drop to drink."

The saving of time by means of such trivial abbreviations is so small as not to be worth the loss of style which they involve. Talk to the examiner like a gentleman; do not merely grunt your answer.

Abbreviations

At the same time there is no reason why the labour of writing should not be lightened by the use of abbreviations, but the abbreviations should be only those that are in common use and generally recognized. For example, the usual mathematical abbreviations:

$\therefore$ for "therefore,"
$\because$ for "because,"
$=$ for "equals" or "is equal to,"
$\angle$ for "angle,"
Δ for "triangle,"

are obviously allowable, and we may probably, though not so surely, add:

$\perp$ for "perpendicular to,"
$\parallel$ for "parallel to."

But these symbols should be used only in a purely mathematical argument and never as substitutes for words in a descriptive passage. For example, confine = to statements of equality of quantities and remember that = means "equals" or "is equal to." It is not to be used as a sort of shorthand for the adjective "equal," as was done by the hustler who wrote, "Other things being =," for "Other things being equal."

Abstract and Concrete Quantities

One of the most frequent forms of slipshod expression met with in examination papers is the failure of the candidate to distinguish clearly between abstract and concrete quantities. How often do we meet such expressions as "length = 2·34"; "weight = 10·79"; "volume = 34·35." The examiner must want to shriek, "2·34 *what?*"; "10·79 *what?*"; "34·35 *what?*" 2·34, 10·79, and 34·35 are mere numbers, abstract quantities. They tell us nothing, by themselves, of the units of measurement employed, if they happen to refer to measurements. Yet many a candidate, because he always expresses weight in "grams weight," and knows it is almost the universal custom to do so, thinks it not worth the trouble to say so. He will write:

"weight of beaker = 10·793"

and think it pedantic and fiddling of the examiner to pretend he does not very well know that this means "10·793 grams weight." But it is as slipshod and sloppy in expression as it would be for your butcher to say "You owe me six," without specifying whether it is six pence or six shillings, or six pounds, or six guineas, or six half-crowns, or six something else.

Degree of Accuracy—Average or Mean

Another example of loose thinking is frequently met with in statements of the average or mean of a number of determinations. For example, to take a simple case, let us suppose that the candidate is set to determine the length of some object by taking a number of observations and calculating the average or mean. He sets out his results something like this:

Length—

(1) 10 cm.
(2) 10·5 c.m.
(3) 10·43 cm.
(4) 10·6 cm.
(5) 10 437 cm.
(6) 10·51 cm.

6) 62·477 cm.
10·41283

mean = 10·41283 cm.

Now, the first criticism to make is that these different results are expressed to widely varying degrees of accuracy—the first to the nearest centimetre, the second to the nearest millimetre, the third to the nearest tenth of a millimetre, the fourth to the nearest millimetre, the fifth to the nearest hundredth of a millimetre, and the last to the nearest tenth of a millimetre.

If the methods of measurements were all equally accurate, *i.e.* if by the methods used it really was possible in each case to measure the length to one-hundredth of a millimetre then the figures ought to show this and should have been set out so:

10·000 cm.
10·500 cm.
10·430 cm.
10·600 cm.
10·437 cm.

In such an expression as "length = 10·000 cm." the noughts after the decimal point are not meaningless. They have a very important significance. They show that the measurement was made to the nearest hundredth of a millimetre, and they assert that the required length is 10 cm. to the *nearest hundredth of a millimetre*. 10·000 cm. is not, therefore, the same thing as 10 cm. When you write "length = 10 cm." all that you can mean from such an expression is that the length is 10 cm. to the nearest centimetre, that is to say, the length is nearer to 10 cm. than to 11 cm. or to 9 cm. But when you write "length = 10·00 cm." it means that the length is nearer to 10 cm. than to 10·01 cm. or to 9·99 cm.

Therefore, *in making any measurements, determine first what is the degree of accuracy to which you can measure the quantity*. If it is a length and your instruments or methods of measurement will permit you to measure accurately only to, say, one-tenth of a millimetre, then your results, if they are expressed in centimetres, should always show two significant figures, neither more nor less, after the

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decimal point, even if those figures be noughts, *e.g.* 10·00 cm. and not merely 10 cm.

Now let us return to our original example. There is a second criticism to make. The candidate, you will notice, has given 10·41283 as the mean of his six measurements. Although none of his actual measurements went beyond the third decimal place, and most of them not even so far as that, he boldly expresses his result to the fifth decimal place, *i.e.* to the nearest ten-thousandth of a millimetre! This is ridiculous. If his actual measurements were accurate only to the third decimal place then his average or mean cannot be accurate beyond the third decimal place. When he divided the sum of his measurements (62·477 cm.) by the number of his observations (6) in order to get the mean, he was entitled to carry the division as far as the *fourth* decimal place, but no further. Any figures after that are just worthless. He should go as far as the *fourth* decimal place in order that he may know the nearest figure to put in the third decimal place, and his division should be:

$$6)\overline{62{\cdot}477}$$
$$10{\cdot}4128 \text{ cm.}$$

The final result should be stated thus:

$$\text{mean} = 10{\cdot}413 \text{ cm.}$$

for 10·4128 is nearer to 10·413 than to 10·412.

No amount of addition or of division or of any other arithmetical process can make actual measurements, taken only to, say, the third decimal place, yield a mean to the fourth or fifth or some further decimal place. To put it another way, if you can measure the distance from London to Edinburgh only to the nearest mile, then even if you did it 999 times and took the mean of your 999 measurements the average result cannot properly be given to any degree of accuracy greater than to the nearest mile.

To go back to the example given you will notice that the final 3 in the mean is really recurring. The example, let me admit, was cooked so as to produce this result, because I have known a candidate to be so arithmetically conscientious as to carry out the division to the bitter end and to state such a result as

$$\text{mean} = 10{\cdot}41283\dot{3} \text{ cm.}$$

Think what that would signify in the present case—that, although nowhere did he profess to measure beyond the third decimal place, he states the average to infinite accuracy, for the recurring 3 goes on to infinity! Such a *reductio ad absurdum* should make clear the worthlessness of expressing the mean of several readings to a degree of accuracy not contained in the actual observations.

I am not sure whether in all cases examiners deduct marks for such loose reasoning, but I am sure that often they do, and that they ought always to do, so.

SUMMARY

These, then, are the hints I would give to science candidates (and many of them apply to examinations other than science examinations):

Read the question carefully.

Answer the question that is set.

If there is an obvious obscurity or ambiguity in the question, point it out.

Let your handwriting be neat and legible.

Generally speaking, answer the easier questions first.

Spend roughly—very roughly perhaps—about the same time on each answer.

Be lucid in your argument and clear in your arrangement of it.

Come to grips with the question at once. No preliminary flourish.

Give the examiner a good outline of the forest if you have not time to describe every tree.

Use tabular statements and diagrams freely, but write a connected account that is good English.

Letter your diagrams plainly and see that the letters on the diagram correspond with the letters used in the descriptive text.

Present mathematical solutions as an ordered, logical argument, and do not beg the question.

In quoting formulae explain what the symbols stand for.

Use only generally recognized abbreviations.

Distinguish clearly between abstract and concrete quantities.

In measurements determine first the degree of accuracy to which you can measure the quantity.

Do not express the average or mean of a number of measurements beyond the degree of accuracy justified by the actual measurements.

This Question of Punishment

By M. STEPPAT, M.A., Maria Grey Training College

A MILD sensation was caused in the Press a few months ago by a school case. A prefect caned a boy who failed to turn up to cricket practice on Saturday afternoon. There were misunderstandings and recriminations on both sides, apparently, and it is not the intention to discuss the case here. But one or two sentences in the headmaster's statement are worthy of note as historical evidence of the modern educational attitude on the subject. He says of his own school: "It (the right to cane) is not given to masters for teaching purposes, as a cane is of no more use than a sledge hammer as a means of instruction." This undoubtedly voices the general view of to-day, though for hundreds of years, like the Greek soldier who thought that the way to make his horse go was to beat him, the schoolmaster was considered efficient in proportion to his power to beat. "The best scholemaster of our time," says an old Eton record, "was the greatest beater." (It was Nicholas Udall.)

In a manuscript of 1350 we see in an illustrated capital letter a boy being handed in a grammar lesson; in a fifteenth-century miséricorde in Sherborne Church a master is using a birch rod on a boy in the place sanctified thereunto by tradition. Girls were not exempt. The uncle of Héloise, when she went to learn of Abelard, enjoined him to flog her well, if she did not pursue her studies diligently. A mother among the Pastons wrote to her son's tutor at the university, that if he did not do his "devoir," he was to be "belashed," and she would give him that did it ten marks for his trouble. Well might he that could afford it engage him a whipping boy!

Though we may doubt whether the distinction was very clear to the medieval teacher, as it certainly could not have been to the victim, there is a great difference between beating a boy to make him learn, and beating him afterwards because he has not learned. We may even sort out motives underlying the chastisement because he has not learned. We may beat him because he does not know, although he has tried to learn, trusting that a tender skin in one portion may mean receptivity in another. (The old-fashioned parent, who said, "I'll teach you to remember!" in rhythm to the swings of the administrative slipper, supposed there to be a similar connexion between matter and mind.) Or we may look upon the boy's failing to have learnt as a misdemeanour, as an exhibition of idleness, negligence, rebelliousness. In that case we are face to face with a fault of character, or in Victorian parlance, with an evil habit, and I take it the reason for beating him then is an educative one—we wish to bring him to better habits. No doubt there have been—and rarely may be still—masters (and mistresses) who beat (or detain or set impositions),

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when work has not been done, or any fault committed, from an emotion that is in effect retributive. Their commands have been ignored, their wishes slighted, their person offended, their nerves irritated, their temper aroused. But such weaknesses may be disregarded. The general wish of the schoolmaster is undoubtedly educative, when he deals out what is unfortunately still more often termed punishment than anything else, whatever the offence has been.

The idea of the old-fashioned parent mentioned above has always been common enough, and it has the charm of directness and simplicity. Comenius himself suggested that in a well-ordered school the rules should be read out once a week and "each master shall chastise those of his own pupils who have broken any of them during the week." This is clearly deterrent in intention. So were the numerous punishments arranged for undergraduates in the medieval university. At Brasenose, for negligence, playing, idleness, making a noise, speaking English in a lecture room, a student was promptly flogged. Similarly for making "odious comparisons" between person and person, race and race, country and country, science and science. (The medieval student was very quarrelsome.) Or he might be sentenced to feed by himself, or on bread and water, to detention in the library (could this really have been meant as a hardship ?) or to an imposition. At Trinity, offending students up to the age of 18 were sociably flogged before the assembled college every Friday evening.

Sometimes the educator has relied upon humiliating the offender, upon abasing him, hurting his pride. Girls in the Little Schools of Port Royal, when they had committed a fault, might be required to ask the pardon of the mistress or schoolfellow offended, or kiss her feet; might have to wear a placard with the transgression writ large upon it; might have to confess the fault aloud in public. (Some religious sects still require this form of penance.) Joseph Lancaster is particularly clear in detailing the punishments resorted to in his school. ("Improvements in Education," 1805.) He says that the unpleasant part of confining a refractory pupil at school after hours is that the teacher himself must stay in, but this may be avoided by tying the pupil to the desk. On repeated offence in talking or idleness, the boy would be pilloried in a log weighing from four to six pounds. The legs of two offenders might be fastened together with wooden shackles, and the boys were made to walk the room till tired. Or the offender might be put into a sack or basket suspended from the roof. In case of a moral fault, it was usual for a boy to be dressed up with labels describing his offence, and a tin or paper crown would be placed on his head. If he came to school with a dirty face, a girl was appointed to wash his face. (Did he not resist ?) Lancaster's concluding remark is: "The advantages of these modes of correction are, that they can be inflicted so as to give much uneasiness to the delinquents, without disturbing the mind or temper of the master." That was uneasiness physical and mental.

A later age relied on mental uneasiness more. In David Stow's "The Training System" (of teachers), 1844, there is an earnest recommendation to the teacher not to strike. (It is stated that a "kick with the foot" was common in schools.) The substitute suggested is to "threaten the child calmly, yet firmly, that he will be taken out from the gallery and made to stand by himself on the floor while the lesson proceeds. If ordered out of his seat, it is rare that the child is not in tears before he reaches the floor. Then the teacher should exercise the whole class as well as the offending party on what is the offence and cause of punishment. The offence of one thus affords an opportunity of morally training the whole." The present writer has heard enlightened teachers discussing this method twenty years ago; it scarcely exists now. We seem to have reverted to the simple and direct, for the headmaster quoted at the beginning of this article says also: "The authority to use a cane is in practice given (in this school) to housemasters and prefects, who require it for the general discipline of the school."

But there is another movement afoot also. Less than three months ago the educational Press was agitated by another schoolboy case—a serious lapse from truthfulness in a boy of ten. The defensive attitude taken by the first writer was hotly contested in subsequent letters, where teachers and teacher-parents maintained that a boy of ten had generally a well-developed moral sense and knew a lie when he told one. But none suggested that he ought to be licked or otherwise actively punished because he told one. The first writer had stated that the boy's headmaster had persuaded his parents not to punish him, and no one apparently found fault with this method of educating. In this profoundly cynical age they perhaps think that the unflogged will come just as quickly as the flogged to the knowledge of good Christian living.

Varia

The Professional Classes Aid Council, 251 Brompton Road, S.W. 3, is appealing urgently for funds to carry on its good work.

* * *

The *Periodical* publishes an appeal from the editors of the "Oxford English Dictionary" for quotations for words to be dealt with in the section *Amy—Austenian* of the supplement now in preparation.

* * *

Monsieur JAQUES-DALCROZE will give Lecture-Demonstration on Dalcroze Eurythmics, in London in the New Scala Theatre, Charlotte Street, W.C. 1, on Saturday, February 2, at 2.30 p.m., and Monday, February 4, at 8.30 p.m.

* * *

The Empire Marketing Board, 2 Queen Anne's Gate Buildings, London, S.W. 1, has issued several excellent leaflets on the opportunities following a training in biology. These include (1) a statement on prospects for trained biologists, (2) a notice to parents and students, (3) a notice to teaching authorities. Copies may be had on application.

* * *

A geographical competition is a feature of the January issue of *United Empire*, the journal of the ROYAL EMPIRE SOCIETY (formerly the Royal Colonial Institute). Small outline maps are provided of the various countries forming the British Empire, and competitors are invited to cut them out and arrange them to form a compact whole, due regard being had to the physical conditions of each country. The task should be a fascinating and instructive piece of geography for both young and old.

The Advance List of Spring Books to be issued by MESSRS J. M. DENT AND SONS, LTD., announces that twenty-four volumes of the Duchy edition of the tales of Sir Arthur Quiller-Couch are now ready, and six more are to be out in January, February, and March. Six new volumes for Everyman's Library are announced for February.

* * *

The death of Thomas Hobbes will be commemorated by a public lecture at the LONDON SCHOOL OF ECONOMICS by Prof. H. J. Laski, on February 21st. Other public lectures arranged for this term include courses, by Dr. W. Rose on German life and literature from 1770, and by Dr. Paul Vaucher on present aspects of French politics, and a single lecture by Mr. A. Meyendorff on the social transformation of Eastern Europe.

* * *

Public lectures arranged for this term by UNIVERSITY COLLEGE, London, W.C.1, includes courses by Prof. R. W. Chambers on "Sources of Anglo-Saxon History," by Miss E. Jeffries Davis on "Historical Factors of the Problem of London Traffic," by Dr. J. Bonar on "Demography in the Seventeenth and Eighteenth Centuries," by Prof. R. Coupland on "The After-Effects of the American Revolution on British Policy," and single lectures by Miss M. St. Clare Byrne on "Elizabethan England," and by Prof. J. G. Robertson on "The Romantic Age in Germany." A distinguished visitor, Prof. Hans Przibram, of Vienna, is giving four lectures in March on "Connecting Laws in Animal Morphology."

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Foreign and Dominion Notes

FRANCE

A Jubilee.

We congratulate *L'Enseignement Public* on fifty years of strenuous service. Founded in 1878 as the *Revue Pédagogique*, with Ferdinand Buisson (that honoured veteran still happily with us) among its contributors, it was at first chiefly concerned with primary education—with existing conditions all over the world, and especially with new ideals and experiment. In the "spirit of initiative," indeed, the Jubilee editorial finds the most striking characteristic of the "admirable body of French educators without equal in any nation of the ancient or modern world." Two years ago the Review "enlarged its vision" and became *L'Enseignement Public*—the new name symbolizing a belief in the "fundamental identity of the ultimate purpose of all education," and a determination to work for the solidarity of all educators.

Le Scoutisme.

The monthly, *Education*, celebrates the completion of its second decade by breaking somewhat new ground. It now appears under the patronage of the Education Committee of French Reconstruction, and becomes the semi-official organ of more than a dozen educational groups. "Without forsaking (runs an editorial) those moral principles for which we have always stood, and without which neither the family nor society can endure, we shall welcome in the field of education all sincere initiative, however daring." In addition to original articles, reviews and news items, each number will contain a special Bulletin of Psychology and experimental Pedagogy, another of Professional Orientation, and a *Chronique Scoute*, dealing with *le Scoutisme* in all its manifold forms. The address is Verneuil-sur-Arvre (Eure), and the price 3fr. 50.

Parental Rights.

The exact nature of the rights of the parent in education is still everywhere a thorny question. In France, perhaps, more than elsewhere, Associations of Parents are numerous, very much alive, and very outspoken. A recent manifesto of Federated Secondary Associations demands (among other things): (1) Representation of parents, not only on all local administrative Councils (of Lycées and Colleges), but even on the Superior Council of Public Instruction—the supreme educational authority in the state; (2) More encouragement of physical education—especially more time, more open air, more playgrounds and more free play; (3) More attention to health—especially reduction of subjects, of working hours (a maximum of three per half day) and of home-work; a sanatorium in every school, boarding or day; and special schools in high altitudes for delicate pupils; (4) Opportunities for educational visits to museums, laboratories, industrial concerns, etc.; the provision of cinemas in all schools, and, above all, the holding of staff meetings "regularly and seriously"—in accordance with existing regulations. The question of free secondary education (already well on the horizon) is avoided as too political. So is co-education. We wonder why.

ITALY

Fascistization.

The "earthquake in the schools" of five years ago is still in action—to judge from a statement recently issued by the United States Bureau of Education, and printed at length in *School and Society*. The proposed changes are too technical and complicated to summarize, but the following extracts from a document signed by Mussolini himself are a sufficient indication of their spirit: "In harmony with, and as a vindication of the general reform of the school made by the Fascist Government, the Minister of Education will develop his activities on the following lines: (1) He will give the Italian elementary school a text-book that is unique for the purpose of educating the adolescent in the new atmosphere created by Fascism and developing keen consciousness concerning: (*a*) What the Italian people claim to have been in history; (*b*) their contribution in inventions, in discoveries, and in the patrimony of knowledge, art and civilization to all peoples; (*c*) the beauty and revitalization of Italy; (*d*) the part played by Italians scattered over the earth in the productive activity of the various nations. (2) He will co-ordinate and strengthen professional instruction. (3) In the middle school that prepares youth for the university, the institutes, or the higher schools, he will unify, strengthen and develop the indispensable foundation studies. (4) He will take up for reconsideration the problem of the government university and higher schools in relation to local activities; . . . (5) He will give a special trend to the scientific laboratories connected with the universities and higher schools . . . and fix the status, economically and legally, of the regular workers; (6) He will restore many special subjects now taught in new chairs in the universities to the foundational courses of instruction; (7) He will amend the laws covering archæological discoveries. . . . (8) He will complete the fascistization of all schools, not only that of the programmes but of the individuals themselves." Side by side with this utterance we may quote another from a Fascist writer (see the French *Revue Universitaire* for November): "For us to-day the Nation is sacred, divine, the very incarnation of the humanity of our people. Its monuments are altars, its festivals religious rites, and all that in the past we have suffered and loved, all that we await from to-morrow, is enshrined in its name which has now become the object of our worship and our faith." This divinization of the Nation does not preclude, it would seem, full acceptance of the authority of the Church—at least in the primary schools, to which religion was restored at the earthquake. There are those who demand its restoration also to the secondary schools and universities—"The supreme control of education (says the same writer) should be transferred from the State to the Church." But so far the weight of even Fascist opinion has been against such retrogression.

POLAND

'A Pedagogical Testament.'

Among the eloquent witnesses to the educational renaissance in Poland is the *Polish Archives of Psychology*—a publication to which we have more than once called attention in these columns. By the death of the distinguished editor, a woman, progressive education suffers a heavy loss. Dr. Josephine Joteyko, after holding important posts in Brussels and Paris, had for some time been professor of psycho-physiology in the university of Warsaw. The following summary of her special contribution to educational science is abridged from an article in *Education* (see above), entitled "A Pedagogical Testament." Her conviction was that a sound science of education can only be built up by the combined efforts of educators, doctors, and psychologists. Each of these professions must be represented on the staff of every educational institution. And each must help to make the individual school-university *dossier* a reliable record of physical, intellectual, and moral qualities. In other words, the true educator must begin and continue with the fullest possible all-round knowledge of the child he is to educate. In one sense this has long been an educational commonplace. But in Dr. Joteyko's sense there is very much still to be done.

MESSRS. W. HEFFER AND SONS, LTD., have sent us a catalogue of 608 publishers' remainders. The list was intended for Christmas but book bargains are attractive at any time, and from this point of view the list will repay examination.

* * *

FRENCH SCHOOL TEXTS.—Mr. H. O. Emerson discussed this subject in the December issue of *Modern Languages*. The difficulties occur chiefly in finding suitable texts for the middle forms, with the result that there is a falling-off of both interest and achievement. For beginners, their natural curiosity and home interest in a new accomplishment are sufficient to create interest and even enthusiasm. The novelty wears off and the French texts available do not provide a new stimulus. Mr. Emerson thinks that this is due largely to the fact that ephemeral literature, at any rate at this stage, is looked at askance by teachers, and thinks that texts full of incident, highly dramatic, and short, or else having a series of climaxes at short intervals, should be introduced in place of the semi-classical literature provided. What is the position in English literature? Good texts are prescribed for the school work, but the boy balances this "dry stuff," as he often terms it, by tales of adventure and mystery. He maintains his interest in reading, however, up to the period when he can read literature of permanent value and enjoy it. Some such stimulant as this is required in French. Mr. Emerson states that there are plenty of little French texts of the type required but they are not being edited and produced for use in schools. Publishers seem to be afraid of the innovation. We wonder if the production of even a "thriller" as a French school-text would induce the average middle-form schoolboy to read it in his leisure moments as he will a "penny blood"?

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University and School Holidays and Functions

	Easter Vacation	Other Functions
Bedford College for Women, London	Mar. 21 to April 24	
Birkbeck College, London	Mar 23 to April 22	Production of "The Magic Flute," by College Amateur Operatic Society, March 14, 15, 16. Dramatic Production by College Société Française, March 1.
University of Birmingham	Mar 23 to April 23	Founders' Day—University Buildings closed, Feb. 25.
University of Bristol ..	Mar. 27 to April 22	
University of Cambridge	Mar. 26 to April 15	
Cork University College	Mar. 22 to April 16	
University College, Dublin	Mar. 23 to April 16	
University of Durham :		
Armstrong College, Newcastle-on-Tyne ..	Mar 16 to April 15	
Durham Colleges ..	Mar. 16 to April 30	
College of Medicine, Newcastle-on-Tyne	Mar. 28 to April 10	
Faraday House Electrical Engineering College, London	April 12 to April 29	
University of Glasgow ..	Mar. 15 to April 17	
Goldsmiths' College, London	Mar. 27 to April 23	
Heriot - Watt College, Edinburgh	Mar 22 to April 16	
University College, Hull	Mar. 27 to April 22	
Hulme Hall, Manchester	Mar. 26 to April 23	
Imperial College of Science and Technology, London	Mar. 23 to April 15	
King's College of Household and Social Science, London	Mar. 21 to April 25	Commemoration Dinner, Feb. 14.
University of Leeds ..	Mar 23 to April 14	
University College, Leicester	Mar. 18 to April 12	
London Day Training College	Mar. 23 to April 21	Foundation Week Mar. 4 to 9.
London School of Economics and Political Science	Mar. 22 to April 29	
University of Manchester	Mar. 26 to April 23	University Holiday and Students' Hospitals Collection Feb. 12.
Municipal College of Technology, Manchester	Mar. 26 to April 23	
School of Oriental Studies, London	Mar. 21 to April 22	
University of Oxford ..	Mar. 17 to April 27	
University of Reading ..	Mar. 22 to April 25	
University of Sheffield ..	Mar. 21 to April 17	
Somerville College, Oxford	Mar. 18 to April 26	
University College, Southampton	Mar. 23 to April 22	
University of St. Andrews	Mar. 8 to April 3	
St. Hilda's College, Oxford	Mar. 16 to April 26	
University of Wales, Cardiff	Mar. 21 to April 15	
Bangor, University College	Mar. 22 to April 15	Inter-Collegiate Matches, Feb. 20-23.
Cardiff, University College	Mar. 22 to April 16	
Swansea University College	Mar. 22 to April 15	
Westminster Hospital Medical Schools, London	Mar. 31 to April 14	
Ampleforth College, York	April 2 to April 27	
Ashford County School for Girls, Kent	Mar 27 to April 25	
Barnard Castle School, Durham	Mar. 28 to April 30	
Bedford School	April 4 to May 2	
Bedford High School for Girls	April 5 to May 1	
Berkhamsted School ..	Mar. 26 to April 26	School Sports, Mar. 23.
Girls' High School, Bilston	Mar. 28 to April 24	
Birkenhead School ..	Mar. 26 to April 26	
Bishop's Stortford College	April 9 to May 8	School Sports, April 6 and 8.
Bolton Girls' School ..	Mar. 27 to April 25	
Bournemouth Collegiate School for Girls	Mar. 27 to Mau 1	
Bournemouth High School for Girls	Mar. 27 to April 24	
Bradford Grammar School	Mar 28 to April 17	
Bradford Girls' Grammar School	Mar. 27 to April 18	
Bradford Technical College	Mar. 23 to April 8	
Bromley County School for Girls	Mar. 28 to April 25	
Bromley High School for Girls	April 4 to May 2	
Bromsgrove School ..	April 3 to May 3	
Cambridge and County High School	Mar. 27 to April 30	Speech Day, Feb. 14.
Campbell College, Belmont	Mar. 28 to April 24	
Caterham School ..	Mar. 27 to April 22	
Cavendish High School, Buxton	Mar. 27 to April 23	
Central School of Arts and Crafts, London	Mar 28 to April 6	
Charterhouse	April 2 to May 3	
Chelsea Polytechnic ..	Mar. 27 to April 13	
Cheltenham Ladies' College	April 4 to May 1	Half Term Holiday, Feb. 25.
Chigwell School ..	April 2 to May 2	Athletic Sports, April 1.
Christ's Hospital, Horsham	Mar. 28 to	
City of London School ..	April 17 to May 2	
City of Oxford School ..	Mar. 27 to	
Clergy Daughters' School, Bristol	April 3 to May 3	
Clifton College, Bristol	April 5 to May 3	
Colston's Girls' School, Bristol	Mar. 26 to April 25	
Cranbrook School, Cranbrook	April 3 to May 2	Sports Finals, Mar. 30. School Concert, April 2.
Dean Close Memorial School, Cheltenham	Mar. 27 to April 30	Confirmation, Mar. 18
Downside School ..	April 1 to	
Eastbourne College ..	Mar. 26 to May 3	
Edinburgh Academy ..	Mar. 28 to April 23	
Epsom College	Mar. 26 to April 26	
Eton College	April 3 to May 1	
Exeter School	Mar. 27 to	
Fettes College	April 1 to May 3	School Concert, April 2. School Sports, Mar. 28 and 30.
Framlingham College ..	Mar. 27 to	
Giggleswick School ..	April 10 to May 10	
Gresham's School, Holt	April 4 to May 8	Athletic Sports, April 1.
Haberdashers' Aske's Hampstead School	Mar. 27 to April 23	
Haileybury College, Hertford	Mar. 26 to April 26	
Harrow School	April 4 to May 2	
Hymers College, Hull ..	Mar. 28 to April 25	
Ipswich School ..	Mar. 28 to April 25	
King Edward's School, Birmingham	Mar. 27 to April 21	
King William's College, Isle of Man	April 4 to May 3	
King's College School, Wimbledon	Mar. 28 to April 26	Athletic Sports, Mar. 23.
King's School, Canterbury	Mar. 26 to April 29	Confirmation by the Archbishop of Canterbury, Mar. 18. Triangular Sports Contest, Mar. 20.
King's School, Chester ..	Mar. 28 to April 23	
King's School, Ely ..	April 5 to May 3	School Sports, April 1
King's School, Rochester	Mar. 23 to April 23	Athletic Sports, Mar. 16.
King's School, Worcester	Mar. 3 to Mar. 29	
Kingswood School, Bath	Mar. 27 to April 25	Cambridge Old Boys' Football Match, Feb. 2.
Leighton Park School, Reading	Mar. 27 to April 24	Trial by Jury—by School Musical Society, Mar. 22 and 23
Malvern College ..	April 3 to May 3	
Manchester Grammar School	Mar. 27 to April 10	School Sports, Mar. 27.
Mary Datchelor Girls' School	April 5 to May 2	

(Continued on page 116)

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(e) The remainder have opportunities of advancement to the highest non-commissioned rank.

(f) At least 600 aircraft apprentices will be required for entry into the service in August, 1929.

2. APPRENTICE CLERKS

(a) The majority of apprentice clerks are trained as general duties clerks, but a small number specialize in pay accounting and store accounting. Candidates must be between the ages of 15½ and 17 years, and may enter either by:

Direct Entry (by interview without examination), if in possession of an approved School Certificate.

The next entry for such candidates will be in April, 1929, when at least thirty vacancies will be offered.

Or, Open Competition, on successfully passing an examination in English and General Knowledge and in Mathematics, conducted by the Civil Service Commission at certain fixed centres.

The date of the next examination will be April 24, 1929, when thirty vacancies will be offered, successful candidates joining the training establishment in July, 1929.

(b) The course of training, though mainly concerned with Service requirements, is drawn up on liberal lines, and includes instruction in shorthand, typewriting, and general office work and procedure. Throughout the apprenticeship period of two years apprentice clerks attend school to continue their general education.

(c) After passing out, upon the completion of training, apprentice clerks have opportunities of advancement to the highest non-commissioned ranks, and paragraph 1 (d) above, relating to aircraft apprentices' prospects of selection for airman pilot (and in exceptional cases for commissioned rank) applies equally to apprentice clerks.

Full particulars are given in A.M. Pamphlet 15 (Aircraft Apprentices) and A.M. Pamphlet 9 (Apprentice Clerks), which may be had on application to the SECRETARY, Air Ministry (A.E.), Gwydyr House, Whitehall, S.W. 1.

Posts Vacant

POSTS ABROAD

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, Townsend House, Greycoat Place, London, S.W. 1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

HEADSHIPS

KENT EDUCATION COMMITTEE

COUNTY SCHOOL FOR BOYS, BROMLEY

The Committee invite applications for the post of Head Master of the above-named School. Applicants must be graduates of a British University with experience in the work of Public or other Secondary Schools. The Head Master appointed will be required to take up his duties if possible at the beginning of the Summer Term, 1929.

The School is maintained by the Kent Education Committee. There are at present over 390 boys in the School, which is for day boys only.

The Committee desire to secure the services of a Head Master who is a scholar and interested in the teaching of subjects other than his own, and has experience of a good school with a developed school life.

Salary, £700 a year, rising by annual increments of £25 to a maximum of £850. The Committee are prepared to give further consideration to the initial salary of applicants who have previously held the position of Head Master. There is a possibility of promotion to a higher scale, also of a further extension of the school.

Forms of application, together with the Conditions of Appointment and Terms of Service, may be obtained (on receipt of a stamped addressed foolscap envelope) from Mr. G. P. L. SYMS, Municipal Buildings, Bromley, to whom completed applications should be returned not later than February 9, 1929.

Canvassing will be a disqualification.

E. SALTER DAVIES,
Director of Education.

POSTS VACANT—*continued*

WILLIAM ELLIS SCHOOL, GOSPEL OAK

The Governors of the William Ellis School, Gospel Oak, London, N.W. 5, invite applications for the Headmastership now vacant by the death of the late Headmaster. Candidates must hold a Degree in Honours of a British University.

There are nearly 400 boys in the School.

The salary will be £760, rising by annual increments of £50 to £960, though the successful Candidate may be appointed at a Salary above the minimum of the Scale if he has had previous service as Headmaster in a School of similar grade.

The appointment will be made in March, 1929. Forms of application may be obtained from the CLERK TO THE GOVERNORS, 112 Gresham House, Old Broad Street, London, E.C. 2. Applications must be sent in to the Clerk not later than February 16, 1929.

H. J. PARSONS,
Clerk to the Governors.

HEAD-MISTRESSSHIPS

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, RAMSGATE

APPOINTMENT OF HEADMISTRESS

The Committee invite applications for the post of Headmistress of the above-named School. Applicants must hold a Degree or its equivalent from a British University and must be experienced in Secondary School work. The Headmistress appointed will be required to take up her duties at the beginning of the Autumn Term, 1929.

Initial salary, £500 a year, rising by annual increments of £25 to £700. The Committee are prepared to give further consideration to the initial salary of applicants who have previously held the position of Headmistress. There are about 350 pupils at the school.

Forms of application, together with scales of salaries, conditions of appointment and terms of service, may be obtained (on receipt of a stamped addressed foolscap envelope) from Mr. P. DOWLING, 9 Chatham Street, Ramsgate, to whom completed applications should be sent not later than Saturday, March 2, 1929.

Canvassing in any form will be a disqualification.

E. SALTER DAVIES,
Director of Education.

POSTS VACANT—*continued*

ST. MARY'S COLLEGE, 34 Lancaster Gate, London, W. 2. Required, after Easter, a Mistress to act as Head of the Preparatory Department of the School and to lecture to Froebel Students in the Training College. Must be Churchwoman, and have had experience in teaching in the Preparatory Department of a Secondary School.—Apply PRINCIPAL.

HANDICRAFT TEACHER

SHANGHAI MUNICIPAL COUNCIL,

EDUCATIONAL STAFF

A Handicraft Teacher for woodwork and light metalwork is required for the Council's Educational Staff, to be employed as required, at one or all of the Council's Schools.

Candidates should be between 25 and 35 years of age, unmarried, and should hold the Board of Education Certificate for Teachers in Elementary Schools, with, as an additional qualification, either the City and Guilds Certificate for Teachers of Manual Training, or the Board of Education Certificate for Educational Handwork.

Candidates should be registered with the Teachers' Registration Council.

Pay.—Commencing pay, Taels 315 per mensem, without allowances except participation in the Superannuation Fund and Pensions Scheme. The value of the Tael may be taken at 2s. 7d., but exchange is liable to fluctuation.

Agreement.—For three years with increase of pay if agreement is renewed. Liberal Superannuation Fund. Free medical attendance is provided by municipal surgeons, and employees are exempt from all municipal rates and taxes.

First-class passage is provided and half pay during the voyage.

Further particulars and form of application may be obtained of the Council's Agents, to whom application should be sent.

Messrs JOHN POOK & COMPANY,
Agents for the Municipal Council of Shanghai,
68 Fenchurch Street, London, E.C. 3.

December, 1928.

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	Easter Vacation	Other Functions
Merchant Taylors' School, Crosby	Mar. 28 to April 24	
Merchant Taylors' School, London	Mar. 26 to April 25	Sports, Mar. 16.
Mill Hill School ..	April 9 to May 3	
Monmouth School ..	Mar. 27 to April 25	Foundation Scholarships Examination, Mar. 5, 6, 7.
		School Sports, Mar. 23,
Newcastle-under-Lyme High School	Mar. 28 to April 29	Cross Country Run Mar. 16
		Sports, Mar. 26 and 27.
Nottingham High School	April 9 to May 2	
Oakham School, Rutland	April 11 to May 6	
Oundle School	April 2 to May 3	
Perse School, Cambridge	Mar. 26 to May 2	
Pocklington School, Yorks	April 3 to May 2	Athletic Sports, April 1
Radley College, near Abingdon	April 2 to April 30	
Redland High School for Girls, Bristol	Mar. 26 to April 25	
Repton School, Derby ..	April 2	
Roedean School, Brighton	Mar. 27 to April 30	
Rossall School, Fleetwood	April 2 to May 3	
Royal Academy of Music	Mar. 28 to April 28	
Royal College of Music..	Mar. 30 to April 29	
Royal Grammar School, Newcastle-upon-Tyne	Mar. 28 to April 17	
Rugby School	April 2 to May 3	
Sherborne School ..	Mar. 27 to April 26	
South-Eastern Agricultural College, Wye	Mar. 30 to April 29	
Stonyhurst College, Blackburn	April 1 to April 23	
Stowe School, Bucks ..	April 4 to May 7	
St. Bees School, Cumberland	April 4 to May 3	
St. Columba College, Rathfarnham	April 4 to April 28	
St. David's College, Lampeter	Mar. 21 to April 26	
St. John's School, Leatherhead	Mar. 26 to April 29	Greek Play (Ephigeneia in Tauris, by Euripides), Mar. 22 and 23.
St. Olave's and St. Saviour's Grammar School, London	April 12 to April 30	
St. Paul's School, West Kensington	Mar. 29 to May 1	
St. Peter's School, York	Mar. 28 to May 1	
Taunton School ..	Mar. 27 to April 25	Athletic Sports, Mar. 28.
Technical College, Huddersfield	Mar. 28 to April 7	Annual College Dinner, Feb. 16.
Tonbridge School ..	Mar. 26 to April 26	
Trent College	April 2 to May 2	Sports Day, April 1.
Uppingham School, Rutland	April 11 to May 9	
Victoria College, Jersey	April 5 to May 1	
Warwick School ..	Mar. 27 to April 24	School Sports, Mar. 27.
Weymouth College ..	April 4 to May 3	
Whitgift Grammar School, Croydon	Mar. 27 to April 30	
Wolverhampton School	Mar. 27 to April 16	
Worksop College ..	April 4 to May 2	Performance of "St. Joan" by Worksop College Dramatic Society, April 1 and 2.
		Sports Day, Mar. 20.
Wyggeston Grammar School, Leicester	Mar. 27 to April 16	Founders' Day, Mar 18.

Topics and Events

WELSH TRAINING COLLEGES.—A new agreement has been entered into by the Glamorgan and Monmouthshire Councils controlling the Barry Training College for Women, and the Caerleon Training College for Men, by which each authority has the right of nominating thirty students at a reduced fee of £20, to the training college of the other authority. Some disappointment has been expressed that Glamorganshire could not allow a large allocation to Monmouthshire.

* * *

HEALTH AND CLEANLINESS.—Two excellent health booklets: "Keep Fit, A Book for Boys," and "Health and Beauty, A Book for Girls," have been published by the Health and Cleanliness Council, 5 Tavistock Square, London, W.C. 1. They have been specially written for boys and girls of school-learning age and upwards, and the Health and Cleanliness Council is prepared to put supplies, free of cost, at the disposal of teachers, scoutmasters, girl guide captains, and leaders of boys' and girls' clubs.

* * *

CIVIL SERVICE EXAMINATION—HANDICAP OF WELSH APPLICANTS.—The headmaster of Aberayron Secondary School, stated recently that, though the Board of Education, and the Central Welsh Board urged Welsh secondary schools to give increasing place to Welsh in their curricula, and though in many rural secondary schools in Wales, 90 per cent of the pupils took Welsh throughout their school careers, the language was not included amongst the sixteen subjects from which candidates at the Civil Service Examination were allowed to select six.

* * *

CAMBRIDGE LOCAL EXAMINATIONS.—The first instalment of the class-lists of the Cambridge School Certificate and Junior Local Examinations held in December last has been issued, showing that 4,200 candidates were entered at centres in Great Britain, Ireland, and Europe. There were in addition 10,280 candidates entered for these two examinations at centres overseas. Of the candidates at home centres, 824 boys and 615 girls gained school certificates, eighty-one boys and fifty girls obtaining honours. The conditions for complete exemption from the previous examination were satisfied by 178 boys and ninety-three girls. In the Junior Local Examination, 541 boys and 440 girls gained certificates, fifty-eight boys and eight girls gaining honours.

ESSAY COMPETITION.—The Council of the Royal Empire Society, with a view to encouraging the progress of Imperial Studies in the schools of the Empire, and among the children of British subjects generally, has decided to award in 1929 medals and prizes for the best essays sent in by boys or girls in three classes: CLASS A.—Over 16 and under 19 years of age on November 30, 1929. CLASS B.—Above the age of 14 and under 16 on November 30, 1929. CLASS C.—Under the age of 14 on November 30, 1929. The subjects prescribed for 1929 are the following: CLASS A.—The history and importance of the present Mediterranean Possessions of Great Britain. CLASS B.—Great Seamen of the Tudor Period. CLASS C.—Give an account of island life in the Pacific. Further particulars can be obtained from the Secretary, Royal Empire Society, Northumberland Avenue, London, W.C. 2.

* * *

SINGING IN BOYS' SCHOOLS.—In how many boys' schools in England does singing appear on the time-table throughout the school? Partly on account of lack of time in an already overcrowded curriculum, partly on account of the average English boy's difficulty of self-expression, and partly because boys' voices "break," singing is not usually a prominent subject. In the December issue of *The Dominant*, Mr. Clement M. Spurling, in an article entitled "The Boy's Voice," describes how to make use of the voices of boys of all ages, and declares that, providing straining at high notes is forbidden, no harm is done by the boys' singing when their voices are breaking. First of all, he takes the younger voices, the trebles. In trying voices, it is occasionally found that a boy has no idea of tone or of an interval; his training will consist at first largely of listening to others singing or playing. In time, the trebles begin to find difficulty with the higher notes though they are more comfortable on the lower; they are then ready to sing alto. Careful watching will quickly show that many are developing useful tenor voices, although their voices have never actually broken, while with some the range has extended gradually downwards and they are able to sing bass. What of the group who can no longer sing tenor and whose voices are not sufficiently developed to sing bass? Mr. Spurling will not hear of despair. Listen to them shouting at football matches, he says: that cannot be prevented and apparently does no harm, so why not use them for singing? Mr. Spurling provides them with a special part in a four-and five-part chorus and states that the effect, particularly of a large number, is very fine.

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Educational Associations in Conference

ANNUAL EDUCATIONAL CONFERENCE: UNIVERSITY COLLEGE, LONDON

The seventeenth Annual Conference of Educational Association at University College, London, was opened on December 31, with Lord Lytton's presidential address on "Some Aspects of Education in India." He spoke especially of Bengal of which he was governor for five years, 1922-27. The stupendous character of the problem of the Indian education is indicated by the proportion of literates—only about 2 per cent in a population of 350,000,000. Lord Lytton paid eloquent tribute to the work of the missionary colleges and schools. He emphasized the need of education for women and the difficulties arising from early marriages and the purdah system. On the question of the medium of instruction, he asked whether it was realized that in India everything was taught in English? The conference would probably answer this question with an emphatic no! and must have learned with pleasure that this defect is soon to be remedied, at any rate as regards the matriculation examination of Calcutta University.

There was only one joint conference this year, the subject selected being, "The Influence of Examinations on Education." The opening addresses reached a high standard, corresponding to the importance of the subject. Especially commended was the address of Dr. M. D. Brock, the head-mistress of Mary Datchelor School, who showed the rare ability to handle a solemn subject with a light touch. Prof. H. J. Fleure brought his knowledge of anthropology to bear on the question, emphasizing the need of watching the child's curve of growth, more erratic than the non-expert would suppose, in relation to school overstrain. His conclusion was that the second public examination taken at 18 or 19 was a better thing than the first examination, often taken at 15, for the minds and bodies of pupils were more formed at the higher age, having passed certain difficult stages of growth. Miss Brock was lyrical on the value of examinations. "They necessitated exact knowledge; tested the power to deal with knowledge and to apply it to the matter in hand, the power to read a question, to carry out an instruction, to work to time, and to keep one's head." She appealed for full co-operation of women on all committees and examining bodies which dealt with girls' education—surely a reasonable demand. The moral dangers of examinations, depicted in somewhat lurid colours by Dr. Lyttelton in an article recently published, left her cold; but Dr. Lyttelton's views found a champion in the course of the discussion in Mr. T. Ll. Humberstone, who thought the moral aspect important, whether examinations produced a superiority complex or an inferiority complex. He wondered whether examinations could be adapted to stimulate originality and creative ability. Sir Walter Raleigh had asked in one of his famous letters: "All the stupid men we see—where do they come from?" and had replied to his own question, "They are the *bright* boys; they carry it off splendidly while the tests are artificial, made by schoolmasters." Mr. E. R. Thomas, of Newcastle-on-Tyne, gave interesting evidence of the complete co-operation attained in Durham University between secondary school teachers and the university in the conduct of school examinations. This was encouraging, for what Durham can do to-day, Oxford and Cambridge and London may hope to do to-morrow.

The sectional meetings appeared to be as numerous and the subjects discussed as varied as in previous years. We have always maintained that the attention of teachers should be drawn at these conferences to some of the administrative problems relating to education. Mr. Frank Roscoe's address to the Independent Schools Association on "Public Grants for Education: the Position of the Middle-Class Parent," was provocative of thought. He showed that about one million children are outside the grant-aided schools, children whose parents preferred to have them taught in independent schools or privately. Mr. Roscoe did not wish to see parents compelled to send their children to State-aided schools, and outlined "a revolutionary proposal" for distributing grants for education by means of educational warrants issued to the parents, an extension of the principle of income-tax rebates in respect of children. The value of the warrants suggested was £10 for each child between 5 and 10, £12 10s. between 10 and 15, and £15 between 15 and 20. Such a transfer of educational expenditure would relieve ratepayers of a burden, remove a great obstacle to educational progress, and stimulate parental interest in education. Mr. A. A. Somerville, M.P., strongly supported the parents' right to send his child to a school of his own choosing.

If the administrative aspects of education are important, so also are the medical and psychological aspects of child-life. Dr. Crichton-Miller and Miss Margaret McMillan made notable contributions to sectional meetings on these subjects. The task of the teacher, Dr. Crichton-Miller said, was not to crush the savage instincts out of the child. Let him kick a football, instead of his young brother! It was important for the child to feel that God was satisfied with him. The child reacted to love in ways which were often more detrimental to his character and growth than his re-action to the cane or slipper. He strongly supported the Montessori doctrine of freedom in which self-control replaced disciplinary control.

An exhibition of school books and apparatus, including a special exhibit and demonstration by the British Broadcasting Corporation, was organized as usual, and formed one of the most valuable features of the conference.

NORTH OF ENGLAND EDUCATIONAL CONFERENCE

This conference—at which the opinions and experiences of both administrators and teachers are brought to a common pool—fully upheld its reputation for interesting and stimulating fare. Admirably organized and including an excellent publisher's exhibition, it was held, by the courtesy of the Newcastle-upon-Tyne Education Committee, in the magnificent new Heaton Secondary Schools and attracted a large attendance.

The President, Lord Londonderry, at the outset, awoke the interest of the conference by his presentation of the function of education in relation to the depression in trade and industry, a vital subject in this area. Convinced of the importance of the coalfields in our national economy, and looking for scientific developments which will restore to our coal deposits their pre-eminent position as the basis of motive power necessary for the welfare of our industries, he emphasised the importance of a fuller development of education as a means of neutralizing the ill-effects upon our craftsmen of continued unemployment and trade depression and of preparing for a great forward movement as soon as conditions improved. His remarks on a greater use of technical schools in the education and trade training of apprentices attracted close attention.

A subsequent paper given by Major Freeth, of Imperial Chemical Industries, Ltd., dealt with the same subject, and in opening the discussion Mr. Angus Watson, an eminent Newcastle business man, contributed some valuable pronouncements on the value of imagination, courage, and character in business. Able and interesting as were these contributions, educationists might be pardoned for asking that industry and commerce should formulate their suggestions somewhat more specifically. The business world so frequently criticises the products of the schools, that the schools may well ask, in their turn, to be furnished with definite, instead of general, suggestions as to what both industry and commerce require from their young recruits.

Appropriately enough, conference devoted one of its sessions to the consideration of "School Books." The introductory paper by Mr. Brockington, Director of Education for Leicestershire, summarized and commented upon the recently published report by the Consultative Committee of the Board of Education. A point of especial interest to teachers was the suggestion that if children cannot own their books, they should, at least, have them in their keeping, as was also the comment that the committee had fortunately avoided the temptation to revive the policy of a national book list. Local book list committees (mainly consisting of teachers), and book rooms were advocated, but book lists are to be regarded merely as suggestive. It was emphasized that if a teacher has cultivated literary tastes, and is abreast of educational progress, there is little reason to fear that books of poor quality will be offered to the children.

"Free Place Examinations" received a drastic castigation at the hands of Prof. F. Smith, of Armstrong College, who advocated more research in this important matter, and submitted alternatives to the examination system. Prof. Smith suggested detailed school records of candidates as one alternative, and said that another avenue to explore was based upon the investigation now being carried out by the National Institute of Industrial Psychology on the problem of vocational guidance. Mr. Pickles, of Burnley, while agreeing that further research into methods was desirable, defended the present

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system as a satisfactory and simple method based upon a standard common to all candidates and having the confidence of the public. In referring to the place of intelligence tests, Dr. Ikin, of Blackpool, adduced experiments he had had carried out which showed not only variations in the results given by intelligence tests and ordinary written tests, but variations in the results obtained by different intelligence tests. A very interesting paper and discussion.

Mr. Hill, President of the N.U.T., spoke on "Re-organization under the Hadow Report." He dealt with the problem furnished by existing unsuitable buildings, particularly in necessitous areas, and enumerated, as the conditions of success in re-organization, improved standards of staffing, elimination of over-size classes, provision of playing fields for the post-primary school, and the development in proper premises of practical and scientific instruction. Mr. Boyce, of Bradford, referring to post-primary education, emphasized the need for unification, without loss of flexibility, of the Board's regulations governing the education of all children over 11 years of age. He discussed also the difficulties arising out of dual control, and as a possible avenue of treatment, instanced the "Concordats" now operating in some areas under which the local education authority practically takes over a non-provided school and agrees to "right of entry."

"The Scope and Content of Sixth Form Work," was dealt with by Prof. Briscoe, of Armstrong College, whose principal line of thought appeared to be that the schools were marked by too much teaching and not sufficient individual learning. He emphasized that, in his opinion, the *manner* in which the work was done in the sixth form was of more importance than the actual work, and suggested, from the point of view of the university, that a broader and a more varied outlook on the part of secondary school pupils is very desirable. In the subsequent discussion the opinion was generally expressed that the blame for narrowness of outlook, or of curriculum, in the sixth form secondary school pupil, should be laid at the door of the Higher Certificate Examination, the requirements of which it was not possible to meet without a considerable degree of specialization.

One of the most interesting sessions at the Conference was that devoted to "A Liberal Education in the Rural Elementary School." The paper given by Mr. Household, Director of Education for Gloucestershire, was not lacking in trenchant criticism of what he described as the traditional methods of class teaching. His account of the application of Charlotte Mason methods in Gloucestershire rural schools was exceedingly interesting. Mr. Williams, Director of Education for Northumberland, in opening the discussion, thought that the Gloucestershire experiment was open to the criticism that it perpetuated and intensified bookish learning, and would fail to give the necessary contact with more practical issues. Although admitting that it is rather early to put the query, he asked if there was any indication of a quickening in village life, or of a tendency towards a better choice of reading matter from the rural libraries. The subsequent discussion, while paying tribute to the value of this experiment, appeared to lean generally to the opinion that its main value must lie in the study of literature and, to a lesser degree, of history and geography.

"The League of Nations and the School," "Social Activities in Education," and several other interesting papers, deserve more than a passing mention, but considerations of space forbid.

THE INCORPORATED ASSOCIATION OF HEAD MASTERS

The problem of finding suitable employment for boys on leaving secondary schools is becoming more and more acute, and under one guise or another formed the topic of discussion throughout the whole of the first and principal day of the annual General Meeting. Mr. William Edwards, of Bradford Grammar School, dealt with it in his presidential address and it also formed the key-note in the following subjects of discussion: The New Prospect in Education. (*a*) From the point of view of the Secondary School. (*b*) From the point of view of the Administrator. With special reference to the possible effect of the De-rating Bill. Impediments to the Admission of Secondary School Pupils into Industry. The Disability of Secondary School Pupils in Rural Areas. Report of a Conference with the Executive of British Chambers of Commerce. The problem was considered from every point of view, but the discussions, though interesting, brought forth no solution. During the last twenty years secondary schools have multiplied and are still increasing, and the supply of boys all seeking the same kind of employment far exceeds the demand, and the situation is aggravated by the establishment of central schools whose pupils compete for the same posts.

A generation ago no secondary school master would have thought of industry, except from an administrative point of view, as a suitable career for his boys, now he would welcome it, but it is doubtful if parents or boys, to any appreciable extent, would welcome it and the trades unions are not at present willing to offer facilities to boys from secondary schools. Experience shows that parents in industry accept scholarships in order to give their sons the chance to escape it, and at the end of their school career to obtain a situation in the civil service, bank, or insurance office, or to get into some kind of clerical employment. There is still the feeling that the clerk has a higher social position than the mechanic or operative. The former has a salary and not a wage, and though his pay may not be as good he has greater security of tenure. The traditions and educational trend of the secondary schools foster this idea.

Another important discussion centred round the contents of Group IV of the School Certificate Regulations. At the annual general meeting of the Incorporated Association of Head Masters in 1927, a resolution to widen the scope of Group IV was on the agenda, but the proposer, before he had developed his argument, was stopped under the time limit and the resolution was lost. Most headmasters voted against it, fearing that the inclusion of what many thought were unconventional subjects would lower the standard and value of the certificate and would unduly extend and complicate the examination time-table.

At the recent meeting a much wider and more comprehensive resolution was on the agenda:

That Group IV, in addition to Music and Art, should include any practical subject which possesses an educational value, and is capable of being examined.

During the year a complete change of opinion has taken place and the resolution was proposed, seconded, and carried unanimously with practically no discussion and no opposition.

It is to be hoped that the examination authorities will adopt the resolution and so extend Group IV that schools in particular areas may adapt their curricula to the special needs of the district and feel free to develop on their own lines and still be able to compare with schools following an orthodox and traditional course.

THE ASSOCIATION OF ASSISTANT MISTRESSES IN SECONDARY SCHOOLS (INCORPORATED)

The Forty-fifth Annual General Meeting was held at University College, Gower Street, London, on January 3 and 4, and a preliminary meeting of branch presidents, secretaries, and delegates, at which all the branches were represented, was held on January 2. This meeting received a report from the secretary, and was addressed by Miss Street, the Principal of the Holcroft Women's College, Dr. Sloan Chesser and Mrs. Nevil Rolfe, of the Social Hygiene Council, and Dr. Grizzell, of the University of Pennsylvania.

A special meeting was arranged at 29 Gordon Square for senior mistresses in mixed schools. Miss Webb, of Heanor Secondary School, who is a senior mistress and a member of the Executive Committee, took the chair, and the members present discussed regulations drawn up by two local authorities to define the duties and responsibilities of such mistresses. No such regulations exist in most areas, and it was clear from the discussion that while the position was generally recognized by an addition to the salary, some such definition would be appreciated. In the majority of the schools represented at the meeting, the holder of the post was allotted definite free time for the performance of her duties, and was given full opportunity for becoming acquainted with the governors and the parents, but there were too many cases in which no such provision was made, and the senior mistress as such was unknown to the parents and to the governing body.

At the first session of the Annual Meeting a grant of £50 was voted to the Walter Hines Page Travelling Scholarship Fund, for teachers, awards under which are in the hands of the English Speaking Union. The resolution was proposed and seconded by members who had already held the scholarship and who were able to speak in glowing terms of their experiences in the United States. There was a brisk discussion of a resolution which advocated the setting up of an optional test in Spoken English in the First School Examination, and the making of such a test compulsory in the case of candidates for entrance to training colleges, and both proposals were carried by a large majority. The meeting recorded its objective to the appli-

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cation of compulsory retirement on reaching the age of 60, and discussed the tendency to apply an age limit when considering applications for headships.

A number of resolutions from the Education Committee of the Association dealt with the suggested alternative form of the Second School Examination. The meeting was in favour of the institution of such a form and was of the opinion that it should include one subject taken at present main subject standard, and not more than four other subjects taken at a lower standard. Some anxiety was expressed lest the name chosen for this alternative examination should appear to suggest that it was considered to be in any way inferior to the existing Higher Certificate. A resolution which proposed that a compulsory non-specialized English paper should be taken by all candidates not offering English as a main subject was rejected by the meeting which was definitely in favour of entire freedom of choice.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS

At the Annual Council Meetings of the I.A.A.M., held at Brighton, the subject of examinations was well to the fore. With regard to the Higher Certificate examination, the opinion was expressed that the regulations should be so modified as to admit of a pass either in three principal subjects, or in two principal and two subsidiary subjects, it being understood that the time and effort needed for a subsidiary subject should be approximately half those required for a principal subject.

The proposal to establish an examination intermediate between the School Certificate and the Higher Certificate excited strong disapproval, and a resolution was passed declaring that if such an examination were set up the subsidiary papers of the Higher School Certificate should be used for the purpose; the candidate should not offer more than five subsidiary subjects, and be required to pass in four of these, and candidates, unless over 18 years of age, should be allowed to enter for the examination only after a two-year course of post School Certificate study. He should not be prohibited from presenting one principal subject in lieu of two subsidiary subjects. The resolutions on the School Certificate produced a very lively debate. The Education Sub-Committee had formulated resolutions advocating that the group system be retained; that candidates be allowed to offer not fewer than five, and not more than eight subjects; that a pass should be required in at least one subject in each of Groups I, II, and III; that the principle of compensation be extended so that in case a candidate offers only one subject in Group II or III, a pass at a lower standard in that subject may be accepted, provided that he has passed in five other subjects at the proper standard, three of which should be taken from Groups I, II, and III; and that the subjects of Group IV should be equivalent in educational value and scope to those of the other groups. Opposition was concentrated on an amendment designed to bring the policy of the Association into line with that of the other three Secondary Associations, namely that a pass in Group I, and in two of the remaining three groups, should constitute a pass in the examination. But the amendment was defeated by a narrow margin, and the proposals of the Education Sub-Committee then went through without substantial modification.

Another interesting discussion took place on the homework question, and it was decided to ask the Joint Four Committee to review the whole subject at the earliest opportunity, in view of the great inequalities in the amount of homework demanded, the opportunities afforded individual teachers to set excessive homework, the difficulties due to adverse home conditions, and the obstruction offered in not a few cases to the development of artistic talent.

Resolutions on educational organization stated that all schools providing post-primary education should be called by the same group name, e.g. secondary; that if pupils in these schools are presented for any external examination, this should be one of the First School Examinations approved by the Board of Education, and that the School Certificate should be extended to include subjects of a less academic type.

Other resolutions expressed the opinion that local authorities should be required to satisfy themselves that private schools are efficiently conducted in suitable buildings; that the Executive Committee should consider the methods adopted by local education authorities in awarding scholarships tenable at universities; that more time should be given to art teaching; and that inquiry should be made into the provision made by school authorities for keeping the staffs in touch with developments in educational theory and the subject matter of instruction.

The question of appointments to headships was considered, and a resolution that no candidate should be appointed unless he had had adequate teaching experience as an assistant master was passed. It was also resolved that no one not a registered teacher should be appointed, and that no upper age limit should be imposed.

INCORPORATED ASSOCIATION OF PREPARATORY SCHOOLS

The Thirty-eighth Annual Conference was held at the Hotel Great Central, Marylebone, on Friday, December 21, 1928. Mr. E. G. H. North presided over a very good attendance of members, and Mr. A. A. Somerville, M.P., the President of the Association, was also present. The morning was mostly occupied with routine business including the Chairman's address in which he reviewed the work of the Council of the Association during the year. Amongst other matters he referred to the recent discussion on the Common Examination, suggesting that the discussion had come at an inopportune time, seeing that the Board of Managers had recently made changes in the examination which were to a great extent aimed at the objections raised by Dr. Norwood in his Glasgow speech. Further, these changes were made before that speech was delivered. Mr. North concluded a most excellent speech by stressing the importance of sound religious training as a basis of that character building which is the most important part of preparatory school work.

Mr. Grant (Reigate) spoke on the National Playing Fields Association, and suggested that on one day in the year preparatory school boys should be invited to contribute not more than one shilling each to the fund. This received general approval, and it was agreed that such a collection should be made each year on Waterloo Day.

Mr. A. W. G. Dewar spoke and answered questions on the working of the School Fees Insurance Scheme, Captain E. N. Hebbert (Harrow) addressed the Conference on "The New System of Physical Training in Schools," and Major W. R. Creighton of the Film Department of the Empire Marketing Board, on "The Use of the Cinema in Schools."

The Annual Dinner of the Association was held the same evening when over a hundred members and guests were present. Amongst those who spoke after dinner were Sir Thomas Inskip, Major Ian Hay Beith, and the headmasters of Wellington and Charterhouse.

During the Conference a loyal message of sympathy and good wishes for the King's recovery was telegraphed to Her Majesty the Queen, to which a gracious reply was received later.

THE NATIONAL SOCIETY OF ART MASTERS

The Annual Meeting of the Society was held at University College, Gower Street, on January 2 and 3.

In his address, Lord Eustace Percy stated that the next inquiry to which the Board of Education would give attention, would be one specially devoted to the general consideration of art education. He referred to the pressure which was now being exerted towards a better organized and improved type of art education for industry, but expressed doubt as to whether art for industry was the right end at which to begin. He expressed the opinion that no country could have a great industrial art which had not a great school of fine art. He outlined a view which contemplated the establishment of a number of our larger schools as colleges of art, possibly not all with identical aims, to which promising students might proceed from smaller schools. The inquiry would embrace the consideration of art teaching in elementary, secondary, and other schools as well as art schools, with a view to establishing a coherent and progressive scheme, and including what might be described as "post-graduate" study.

Another important point raised by the President was, whether it was desirable that the art teacher should be occupied "full-time" in teaching. He emphasized the necessity of an art teacher having time to follow his own particular craft, whether as painter, sculptor, or craftsman, but did not touch on the relation of such part-time teaching to the superannuation scheme, under which part-time teachers are not eligible for pension.

The President of the Society (Mr. O. E. Gollins) also dealt with the question of provincial colleges, but from the point of view of the training of craftsmen and teachers of handicrafts, pointing out that the schools in certain centres were peculiarly fitted to deal with special crafts and trades. In this case also the necessity of teachers being allowed time to practise their crafts

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was insisted on as the only way in which they could maintain their freshness as craft teachers. He referred to the great difficulty at the present time of finding teachers who were sufficiently able in both the artistic and the technical side of their crafts or trades.

THE GEOGRAPHICAL ASSOCIATION

The Annual Conference of the Geographical Association was held from January 3 to 5, and was brought to a close by the attendance of a number of members at evensong at Westminster Abbey on January 6. With the exception of a visit to the Wellcome Museum of Historical Medicine, round which members were kindly conducted by Dr. Wellcome himself, the subjects dealt with fell quite distinctly into two groups. There were on the one hand several important research papers, and on the other some possibly even more important papers and discussions on problems connected with teaching. Prof. Sölch's discussion of the significance of Alpine "flats," which are more than "alps," Prof. Fawcett's paper on the balance of urban and rural populations, and Dr. Vaughan Cornish's minute research on linguistic frontiers in Central Europe were scholarly contributions to geographical science. Both in matter and manner, Dr. Bryan's account of the corn belt of North America was a model of exposition of the geographical synthesis of a region, while Sir Henry Lyons in his presidential address gave an exhaustive account of what was being done by various societies in geographical and allied work and made suggestions for future developments.

On the teaching side possibly the most important meeting was that which considered the report of the Standing Committee for Secondary Schools. During the past year the association has circulated to secondary schools a questionnaire in order to find out the position held by geography in these schools. Replies were returned from over 800 schools in which more than 1,600 teachers are engaged in teaching the subject, and the report which summarized the replies was an exceedingly valuable document, the conclusion being that the position is improving and that, with the gradual spreading of the knowledge of all that geography means to the life of the community, its future is assured. At the same time it is pointed out that only one-third of those teaching the subject in secondary schools are enrolled as members of the association, though there is at least one member of the association on the staff of half the schools. If the status of geography is to be improved, the association must have the full and active support of every geography teacher in the country.

Of scarcely less importance was the attention given to primary school work and the changes consequent on schemes of reorganization. In addition to three discussions dealing respectively with rural school work, with preparatory school work, and with sketch maps, there was a large audience to hear Mr. Orford. With a stark sense of realities he pointed out how little time was really available for teaching the subject, a matter of hours even in a year's course, he suggested that much which was taught as geography could be omitted and insisted that the essentials only should be taught. The continued growth of the association's activities was emphasized by the unanimous decision of the general meeting of members to issue "Geography," the organ of the association, as a quarterly instead of three times a year.

THE HISTORICAL ASSOCIATION

The Twenty-third Annual Meeting was held at Oxford during the first week in January.

Two sessions of the meeting dealt specially with matters bearing on the teaching of history in schools. On Friday, Mr. C. R. Cruttwell spoke on "The Place of Political Science in Historical Teaching." He said that while a philosophical theory of the State was necessary for the full appreciation of any historical study, it would be undesirable to teach political science as a separate subject in schools; the schoolboy had not sufficient experience of life and would be apt to fall too much under the influence of his teacher and text-book, and his mind would harden too early. The speaker regarded history as a branch of ethics, and thought that the teaching of political science in school should be brought into close touch with ethical and religious teaching, so that the boy would be made constantly aware of the great questions, Who is my neighbour? What is my duty to the State and to other States? The boy could not answer these questions, but he should be made aware of them while he was at school. In the discussion which followed Mr. Cruttwell's paper, Prof. Grant said he thought that the League of Nations as the culminating point of modern history had given a reality to various ideas of nationality and political obligation, and he suggested that the school branches of the League of Nations Union gave an opportunity for the informal teaching of political science which Mr. Cruttwell advocated. Miss A. M. Baylay (North London Collegiate School) pointed out that the greater number of secondary school pupils left school without proceeding to a university, and if they were not to be taught political science at school, they surely should at least be prepared for the vote which they would have to exercise.

The Conference ended on Saturday morning with a discussion on "The Correlation of School and University Teaching," opened by Mr. E. L. Woodward (All Souls College), who made four definite points. He said that undergraduates who came up to read history were surprisingly ignorant in matters of historical geography, and weak in Latin and modern languages; he lamented the waste of time between the scholarship examination and the end of the school year, and suggested that it might be a good thing if boys left school at the end of the Easter term and spent some months in Germany or France, studying the language; he suggested that there should be more correlation between the university scholarship and the higher certificate examinations; and finally, he said he would like to see some system of exchange of teachers between the school and the university. Mr. Feiling (Christ Church), who spoke next, commented on the staleness which he had noticed in the preliminary and scholarship candidates, and which he feared was caused by the over-specialization required by the universities from the boys while still at school.

Miss M. V. Clarke (Somerville College), said her chief impression as an examiner was that nearly all candidates seemed to be drawing on knowledge which they had acquired solely for the examination, and which was unrelated to anything they had done before. The chief problem for the teacher was to find out how to keep the pupil's knowledge in play, and it was the failure of historical study in schools to train the mind in the use of this knowledge which led the universities to ask whether history was a suitable subject to be taught in schools. But no subject was so valuable in training the mind to reflect, and history was perhaps the nearest thing to a short cut to experience. She had three suggestions to offer: there should be more emphasis on languages and the mind training that languages gave; geography should be studied higher up the school; more emphasis should be laid on continuity, and the pupil encouraged to use this year what he learned last year and the year before in his history lessons. In the discussion which followed, teachers of history in schools were generally agreed that the demands of the higher certificate and scholarship examinations made cramming and "staleness" almost inevitable. The idea that only one paper in history should be set at the scholarship examination, together with a more general paper laying stress on languages and historical geography, was welcomed, provided the latter was not the kind of paper which would require a great deal of judgment and reflection, as this might entail more "cramming" and not less.

THE MATHEMATICAL ASSOCIATION

The Annual Meeting was held at the London Day Training College, on January 7 and 8. Dr. W. F. Sheppard was re-elected President, and in the business part of the meeting there was some animated discussion on the relationship of the parent body to its branches. The first paper to be read was on "The Axioms of Geometry," by Mr. H. G. Forder, of Hymers College, Hull. He outlined briefly the fundamental definitions and axioms of congruence, &c., on which Euclidean geometry could be built. His treatment was necessarily dogmatic, as it had to be brief, but it was authoritative. So far as teaching geometry is concerned, the question of the necessary minimum of axioms is not a practical one, but it is just as well that the teacher should realize the assumptions implicit in Euclid I. 1 and I. 4, which escaped Euclid's notice. This was followed by a lantern lecture by Prof. H. M. Levy of the Imperial College of Science and Technology on "Modern Mathematical Problems in Aerodynamics." The lecturer showed how the theory of dimensions helped to make experiments on a small scale in a wind-tunnel of practical value. The differential equations for the stream-lines in a fluid were difficult, but approximate results had been obtained which agreed well with those formed in practice except for the complicated motion of the air immediately in the rear of an aeroplane wing.

On Tuesday morning Miss E. R. Gwatkin, head mistress of Streatham Hill High School, opened a discussion on the regulations for School Certificate examinations. She main-

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tained that a pass in the mathematics and science group should not be compulsory, and that a pass in the drawing and music group should be equivalent. She argued that the actual grouping of mathematics and science together was anyhow illogical, that they would still necessarily be taught, and that employers who looked to a School Certificate as a guarantee of certain educational qualifications, could always see what subjects it did guarantee. In subsequent discussion, Mr. W. C. Fletcher was alone in defending the present position. He argued that the question of reforming examinations and reforming the curriculum should not be confused, and that requests for exemption came from the lazy, or the badly taught, and not from the exceptionally gifted. All the other speakers were in favour of abandoning the privileged position of mathematics and science. It was pointed out that mathematics was one of the most popular subjects in the curriculum, and would therefore not suffer; and that the gain to the teacher would be great if it were no longer necessary to cram those who had no aptitude and no taste for the subject. It would be better that such pupils should get some mathematical ideas from the study of perspective in drawing, or the study of harmony in music.

Mr. N. J. Chignell, of Charterhouse School, read a paper on "The Use and Abuse of Formulae." He insisted on the necessity of training in the task of translating "formulese" into English, and that formulae should not be introduced or memorized until the pupil was able and anxious to construct the formulae for himself.

At the afternoon session the President read a paper on "Variety of Method in the Teaching of Arithmetic," and Prof. J. S. A. Steggall discussed "Methods of Voting in Theory and in Practice," showing in a most amusing fashion how a given distribution of votes could be "wangled" so as to make any one of three candidates successful.

SCIENCE MASTERS' ASSOCIATION

The twenty-ninth Annual Meeting of the Science Masters' Association was held in Cambridge from January 2 to 5. Over 400 members attended and were accommodated partly in Trinity College and partly in Gonville and Caius. The Master of Sidney Sussex College, as deputy Vice Chancellor, opened the proceedings with a hearty welcome to the Association, meeting in Cambridge for the second time.

The President, Prof. A. C. Seward, Master of Downing College, gave an address on "A Chapter in Geological History"; in other words, a most fascinating lecture on the flora of the carboniferous period.

A very valuable feature of these meetings in university towns is the number of informal talks which do not appear in the programme. There were two of these of greater importance than the rest. The biologists of Cambridge met the members of the Association to consider what steps might be taken to meet the increased demand for skilled *botanists*, which is now very pressing. Also, members of the Association who take the Cambridge Local Examinations met members of the Locals Examination Syndicate to discuss any improvements that might be made in that examination.

The President, in a preface to his address, directed attention to the fact that, in recent years, it has been impossible to satisfy demands from Government departments, and from other quarters, for men qualified to fill administrative and research posts requiring more than an elementary acquaintance with botany. At Cambridge there are plenty of men who take botany as one of the three subjects in the first part of the Natural Science Tripos, but there is a serious shortage of men of first-rate ability who choose botany as the one subject in the second part of the Tripos. The position is, unfortunately, much the same at Oxford and at other universities. Prof. Seward appealed to members of the Association to do what they could, in the circumstances, to assist, not merely the Cambridge Botany School, but the empire as a whole, seeing that there are a number of well-paid and attractive posts in the dominions, in the colonies, and at home, which cannot, at present, be satisfactorily filled.

Professors and lecturers were most generous in providing *highly* stimulating lectures on topics coming well within the school course. There were most interesting demonstrations in all the laboratories, and the museums were thrown open. The exhibition of apparatus and books was very attractive, introducing, as it did, several new and ingenious pieces of apparatus at very reasonable prices.

The next Annual Meeting of the Association will be held in London in January, 1930. Prof. James. C. Philip, O.B.E., has consented to be President for the ensuing year.

ASSOCIATION OF WOMEN SCIENCE TEACHERS

The Association held its meetings at King's College for Women, on January 1st and 2nd. The first day was filled with business meetings. On the second day visits were paid to the Lister Institute, the National Physical Laboratory, and the United Dairies at Streatham. In the afternoon Prof. W. L. Bragg gave a delightful lecture on recent advances in the study of crystal structures. In the afternoon meeting on January 1st, three members gave short addresses on laboratory equipment, Miss D. Bailey spoke of the needs of the physicist, and emphasized that no apparatus should be retained that was not likely to be used. She thought that women science teachers have been, on the whole, too economical and have not demanded enough and that they did not seem to think that apparatus will not be provided unless asked for. Dr. McKie, in speaking of chemical equipment, said she did not approve of the substitution of an enamelled or tin beaker for a glass one. It gave the child no sense of style, and often produced a wholly inadequate idea of the experiment. She also urged every chemistry mistress to try to obtain the apportionment of a part of the science grant to her department so that she could look ahead and know when she could launch out and buy a somewhat larger piece of apparatus.

Dr. Dawson, of the Board of Education, said she was much impressed by the comparatively vast sums of money governors and committee spent on the walls, tables, benches, &c., and the miserable little sum allowed for equipment. She begged all those who had the good fortune to be drawing up plans for new science rooms to make their general requirements as simple and inexpensive as possible, and to obtain the best possible apparatus. The chemical and scientific trade, and the publishers held a very interesting exhibition during the meeting.

MODERN LANGUAGE ASSOCIATION

The annual meeting of the Modern Language Association was held at University College, on January 3 and 4. The Council submitted a very satisfactory report on work done during 1928. The membership (1,420) shows an increase of 120 on the previous year. A considerable increase was reported in the number of exchanges of children and students arranged, and in the number of foreign correspondents provided. Regret was expressed at the small demand in this country for exchanges and correspondence with Germany. The treasurers having shown that the finances of the Association were in a sound condition, two of the foreign delegates, M. Roget (France), and Dr. Eichler (Austria), presented greetings from their associations. The members then went to the Great Hall, where the new president, Mr. Wickham Steed, delivered an address on "The Philosophy of Modern Languages." He was thoughtful and at times amusing, and held the attention of the audience to the end; and his words afforded abundant evidence of his own proficiency in French and German. A vote of thanks was moved by Dr. Cloudesley Brereton.

In the afternoon Miss L. A. Lowe, President of the Headmistresses' Association, opened a discussion on the question: "Should a pass in a modern language be considered essential for a School Certificate?' which, in a well-reasoned speech, she answered with an emphatic no, while emphasising that modern languages should remain an integral part of the curriculum. The debate showed a considerable diversity of opinion.

In the evening there was a very pleasant dinner over which, in Mr. Steed's unavoidable absence, the German Ambassador very genially presided, and at which the third foreign delegate, Dr. Schade, conveyed the greetings of the German Neuphilologen-verband and invited those present to visit his country and especially Berlin, and to make use of the Bureau of information recently established there. Miss Blair-Smith contributed charming songs, and there were some good after-dinner speeches.

On the following day the subject of "Modern languages in Commerce and Industry" was introduced by Mr. Bewick and Mr. H. A. Roberts, Secretary of the University of Cambridge Appointments Board. The subsequent discussion was animated and helpful. In the afternoon Dr. Starkie, of Dublin, delivered a very interesting lecture on the evolution of the Italian theatre, and Mrs. Conway Evans gave an admirable lantern lecture on towns off the beaten track in Italy. This session was arranged in co-operation with the British Italian League. After this there was a performance, by students of the Royal Academy of Dramatic Art, of Schneider's "L'Exaltation" which won the Brieux Prize for the best French play of 1928. It was remarkably well acted, the difficult part of Françoise being taken by a gifted girl of 17; great credit is due to the producer, Mademoiselle Alice Gachet.

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PARENTS' NATIONAL EDUCATION UNION

The two papers given at the P.N.E.U. meeting on January 3, dealt with actual school work. Miss Pennethorne, the organizing secretary of the Union, while stressing the unity of spirit amongst all teachers devoted to children's welfare, dealt with those points in which Parents' Union Schools differ from others. Home work was not given except to examination students in upper classes—the ideas were given for home voluntary occupations, but actual work was done in class and in school hours. Marks were discouraged as children were trained to co-operate and work for the interest and zest of knowledge—the termly examinations which were marked showed the necessary standard of attainment. Oral classes were rare when first-rate literature was habitually handled and read by the children themselves—but lessons were not to consist solely of reading and narration, but should conclude with discussion. The speaker pointed out that the balance of the curriculum is lost when the present great preponderance of time is given to arithmetic because so few are naturally gifted and the English numerical system requires so much laborious calculation.

Mr. Household's paper seconded a note of encouragement from twelve years' experience in the schools of Gloucestershire, where the schools are stocked with the necessary real books; he read aloud some examples of the children's work, showing their power of expression and readiness to grasp thought. He mentioned also the good work done through Shakespeare's plays, and the appreciation of parents who were borrowing their children's school books. There was a large attendance of teachers actually engaged upon the work.

THE TRAINING COLLEGE ASSOCIATION

The full session of the meeting of the Training College Association was devoted to the consideration of the report on the Education of the Adolescent, regarded in its bearing upon the education and training of teachers. The subject was introduced by the President of the Association, Mr. T. Raymont, who took the opportunity of sketching in broad outline the probable future of training. He showed that no large change could be made in one part of the school system that did not entail changes in the other parts. If, for example, more men teachers were needed for the older boys, the teaching of the pre-adolescents of both sexes would probably become mainly the work of women. The great problem before the training colleges was the preparation of teachers for the contemplated modern schools. A thorough regeneration of the teaching of children over 11 was needed. The need could not entirely, nor even chiefly, be met by the ordinary type of graduate. One of the most promising scources of supply was the abler two-year students who remained at, or returned to, college for a third year, and specialized in an important subject or group of subjects—e.g., handicraft, art, music, physical training and hygiene, rural science, practical mathematics, and so on.

Mr. Raymont concluded with a reference to the ninety years' record of the training colleges. The first half of that period was marked by quiet growth on uniform lines. The second half, well within living memory, was marked by three outstanding changes: the beginning of university training departments thirty-eight years ago; the beginning, twelve years later, of the municipal colleges; and the changes now taking place—the new relations between the universities and the training colleges, and the attempt at better equipment of the teacher of children over 11. A vigorous and interesting discussion followed the President's address.

By arrangement with the Training College Association, representatives of the Divinity Lectures Committee were afforded an opportunity of urging the claims of improved religious education for adults. Canon Storr, Dr. Garvie, and Miss M. West addressed a large and interested audience on various aspects of the subject, including the teacher's use of the results of modern Biblical study.

THE ASSOCIATION FOR EDUCATION IN INDUSTRY AND COMMERCE

At the Annual Meetings the Association for Education in Industry and Commerce discussed Education for Responsibility. It might of course be argued that most forms of education properly imparted can be used to inculcate a sense of responsibility, but on this occasion it was intended to consider more particularly those types of education specially devised to prepare men and women for holding responsible positions in industry and commerce. Mr. G. H. Gater treated the subject in a fairly general way emphasizing those opportunities for the incidental development of fitness for responsibility through team work and corporate life which occur in schools of nearly every type. Mr. William Clower, of the London, Midland, and Scottish Railway Company, approached the question from a somewhat unusual angle. In very large organizations, such as British railway companies, the first step in training of this description is to create an understanding of the complex economic and administrative problems which the company has to face. Inseparably linked with this is the spirit of co-operation between the employees of all grades and with this Mr. Clower dealt at some length.

In several factories where the work of training young men and women for promotion has been tackled seriously, an essential part of the course is made up of lectures by departmental heads and others having the necessary first-hand knowledge, showing the fundamental principles on which the firm's business policy is based. Such lectures must be supported by others of a more theoretical character on the general economic organization of industry. When once the larger and more essential problems have been grasped by the student it is natural that a desire to co-operate in their solution will follow, and in the case of the more ambitious student this engenders the wish for further study and experience which cannot fail to improve the students' prospects of advancement. Even where this advancement does not immediately follow, the fuller understanding created must inevitably benefit not merely the student himself, but the undertaking of which he forms a part.

Some of our great British railway companies—notably the L.N.E.R. and the L.M.S.—can point to a highly creditable record of educational effort among their enormous and widely scattered personnel, though their work in this direction is perhaps not so generally known as that of some firms employing much smaller numbers of persons.

Another contribution to the same discussion was made by Mr. F. W. Goodenough, Chairman of the Board of Education Advisory Committee on Education for Salesmanship.

THE LING ASSOCIATION

The Ling Association held its Thirtieth Holiday Course at St. Paul's Girls' School, Hammersmith, W., from December 31 to January 5, which was attended by about 375 members. The daily gymnastic classes were conducted by Miss T. Montell, of Helsingfors University; agility movements by Miss A. Bulan; dancing classes by Miss F. Colwill, Miss E. Nordqvist, and Miss J. Milligan; Net Ball coaching by Miss M. O. Newbold, and Gymnasium Games by Miss W. O. Legg. The lecture list included "Playgrounds in America," by Miss P. Spafford; "The Theory of Modern Gymnastic Movements," by Miss H. Drummond, M.A.; "The Common Injuries of the Larger Joints," by Dr. James B. Mennell. A series of papers on modern developments in physical education were read by Miss K. E. Evans, on "Copenhagen," Miss C. Read on "Ollerup," Miss G. Wright on "Helsingfors and Sweden," and Miss Montell on "Froken Bjorksten's Methods." Mr. R. E. Sopwith, Inspector of Schools to the Sheffield Education Committee, lectured on the "New Prospect in Education," explaining the chief findings of the Hadow Report, and detailing the problems of education authorities in dealing with the "eleven plus" child.

In connexion with the Conference of Educational Associations, a lecture was given at University College, Gower Street, on January 4, by Dame Janet Campbell, D.B.E., on "The General Outlook in Physical Education." Dr. Campbell said that this country had made a good deal of progress in physical training in the last twenty years, but as a nation we had never taken kindly to gymnastics. She was sure that, thanks partly to physical training and to fashion, the average school-girl of to-day is much more athletic, vigorous and physically fit than she was a generation ago. Every now and then, they were told that devotion to sport and games, the use of apparatus in the gymnastic lessons, or participation in athletics, are causing the girl physical or moral damage. Of course, excessive exercise of any kind might injure any growing girl—or boy for that matter, but so far as she was aware, there was no evidence of physical injury following properly controlled teaching of the playing of games under suitable conditions. All the evidence, indeed, seems to be in the opposite direction, namely that the results of careful training soon become manifest in upright bearing and good carriage with an increasing physical vigour and health, as well as a wholesome ability to co-operate unselfishly with her fellows. Dr. Campbell made a plea for the changing of clothes, and the use of shower baths after physical work.

A pleasant feature of the week's Holiday Course, was a

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Folk Dance Party, at which a presentation was made to Miss Mary Hankinson on her retirement, after an official connexion with the Association for thirty years. The presentation took the form of a leather case containing a cheque for £375.

Miss D. M. Wilkie, who has been gymnastic mistress at Clapham High School for the past eight years, has been appointed Secretary in place of Miss Hankinson.

DALCROZE SOCIETY

Mr. Ernest Read gave a lecture-demonstration on Aural Training and its Place in the Dalcroze Method, on December 31, 1928, before an interested and appreciative audience in connexion with the Annual Conference of Educational Associations.

In his introduction Mr. Read gave an illuminating account of the history and development of the two nomenclatures for musical pitch. He dwelt on the confusion caused by the divergences between English and continental systems, at the same time pointing out that the difference was more apparent than fundamental. The great controversy as to the movable or fixed doh presents no insuperable elements of discord if it is once realized that there are two nomenclatures, primary and secondary, the first relating to absolute pitch—in England usually indicated by letters of the alphabet, C, D, E, F, G. A. B —and the second, doh, ray, me, fah, soh, lah, te, used for relative pitch.

In this way M. Jaques-Dalcroze could be accurately described as both a fixed dohist and a movable dohist. The incalculable contribution already made by M. Jaques-Dalcroze to the science and art of Solfege is best seen in his book, " The Scales and the Tonalities, Phrasing and Expression," not translated into English, but written in such lucid French as to put it within the reach of all. The lecturer recommended this, and " Solfège Rythmique " as the greatest expositions of Solfège ever produced. The second volume of " The Scales and Tonalities " is a work of genius dealing with the teaching of children.

Illustrations were given by both children and adults. Mr. Read pointed out that the most important thing in regard to the children was to teach them many songs. This gave a foundation upon which to build the science of tone relations. He advocated the use of the Curwen syllables for teaching relations of pitch, since to a child a name is always more impressive than a number. It was advisable to adhere to this system also for adults since it had the sanction of 99 per cent of teachers, and to try to use the numerical system would be a laborious task out of proportion to the value gained.

The teaching of the keys forms a most important part of musical education, and one that is too often neglected. Pupils too often do not know the difference between G major and D major. They only know it muscularly. It must also be known in sound and one must be able to think in the key.

Illustrations by students of the London Dalcroze School in two-part singing and counterpoint, and a short illustration of improvization concluded the lecture.

CONFERENCE ON ADULT RELIGIOUS EDUCATION

At the Annual Conference of Educational Associations, held at University College, Gower Street, a conference on adult Religious Education was organized by the Training College Association.

Canon V. F. Storr, of Westminster, speaking on " Religion and the Modern Mind," said that Biblical criticism was the outcome of the historical method of study. No teacher could hope to teach the Bible successfully without the use of this method, which was one of the distinctive features of the modern mind. The Bible gave us a progressive revelation. The younger generation was standing a little aloof from organized religion because they were wondering whether some of its beliefs were not survivals of the past which were not strictly true and needed restating. He did not think the great religious truths were ever going to be destroyed, but every age must make its own theology if its religion was not going to be fossilized. They must not be afraid to say that there were elements of the Bible that belonged rather to the regions of tradition and folk-lore; but it was national literature, and in every national literature tradition and folk-lore play a part. The Bible showed the contact of the divine on the human spirit, and approached in that mood the study of the Bible would again become popular with the most beneficent results to the nation.

Principal A. E. Garvie, of New College, Hampstead, dealing with " The Value of the Modern Study of the Bible," said that the purpose of modern scholarship was to remove difficulties which stood between the reader and the Bible. In most of the churches Biblical scholarship had won recognition. He did not suggest that this was so in all congregations, but he appealed to ministers to ignore the old women of both sexes, and to speak out frankly and courageously, for large numbers of young people were being lost to religion because the pulpit had not frankness and courage. He wanted the Bible in modern language rather than in the language of ecclesiastical propriety. The study of the Bible by historical methods had enhanced its moral value. Through a living contact of God with man, God had progressively revealed His purpose to all mankind. The record of this progressive revelation is found in the Bibile. But the teaching of the Bible must be tested by the teaching of Christ. The historical method put Christ in the central position and made Him the supreme authority. There must be a restatement of the principles of religion if the modern mind was to adhere to religion. Nothing could ultimately make for good that was not true.

Miss M. S. West, Hon. Organizing Secretary of the Divinity Lecture Committee, spoke on " Practical Methods of obtaining Adult Religious Education." She said that the movement for obtaining such education of a university type and standard, was now a national one. In every town and village in England and Wales at the present time university classes on the Bible could be obtained from expert university teachers if a sufficient local demand warranted the nearest university in sending such a teacher. She stated that a considerable number of such interdenominational university classes on the Bible was already being given in different parts of England, particulars of which could be supplied by her committee, 6 Albert Place, London, W. 8. The Divinity Lectures Committee merely existed as the handmaid of the universities to promote this demand in every possible way. She appealed for the names and addresses of possible local organizing secretaries living in any part of the country who might be willing to organize university classes on the Bible in their district.

FROEBEL SOCIETY

The Fifty-fourth Annual Meeting was held on January 1 with Dr. Claude Montefiore in the chair. Miss E. R. Murray was elected President, and gave an address called "The Gospel of Play, by an Unrepentant Froebelian." To show that the Froebelian outlook was coming more and more to the front, the speaker quoted a recently published book: " Creative Education in an English School," explained as " that form of education which, whether it consists of manual or other activities, is attempting to enable a child to develop his own personality, and to find out through activities the things he can do, and that interest him, the things that are going to give him a richer, fuller life. . . . Manual activities should not be regarded as trival 'extras,' or pastimes for young children, but should be recognized as definite instruments of noble education. . . . Ordinary work has greatly benefited owing to the larger vision, the keener, intellectual spirit so introduced."

These extracts embody much of what we call Froebelian, even the words. " Play," Froebel defines as " Creative original activity, not trivial, but highly serious and of deep significance." He too speaks of the " richer life," and the " mental strengthening," coming from " productive activity."

It does not matter whether we call ourselves followers of M. Whitehouse, or of Dewey, or of Caldwell Cook, or of Froebel. What does matter is that such theories and ideals should make real headway in our schools. In few schools of any kind as yet is there enough of that play, of that genuinely creative activity. If you believe that such education has in it great possibilities, you will not reproach this Society, which for fifty-four years has honoured and kept the name of the man who, in 1816, founded a school, where the boys learned carpentry, did field work with spade and pickaxe, built their play fortress, made stage and scenery, and acted classics and other plays.

It was his interest in biology which showed him the importance of play, of all natural interests and activities. His watchword was " development, not repression." Surely we ought to honour all such pioneers.

We have received from the Electrical Association for Women (46 Kensington Court, London, W. 8), a copy of its attractive programme of afternoon lectures and visits for home-makers.

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Reviews

THE PLAY INSTINCT

Children's Toys of Bygone Days: a History of Playthings of all Peoples from Prehistoric Times to the XIXth Century. By KARL GRÖBER. English Version by P. HEREFORD. (32s. net. Batsford).

There are subjects of vital importance to mankind on which we search in vain for a complete and authoritative work such as this on the subject of children's playthings. That is our first thought on looking through this sumptuous book. But as we read it—and it is irresistible when once started—we become convinced that toys with their great influence on the development of the child mind, are indeed a subject worthy of the enthusiastic research of the author, and the wonderful collection of illustrations he has given us. The museums and libraries of Europe have been explored for the pictures in line, half-tone, and colour. Nuremberg, Frankfurt, Stockholm, and Zürich all loom large in the list of sources of the illustrations, while many important examples are from the Victoria and Albert Museum. The colour plates by Ganymed of Berlin, the monotone plates by A. Wohlfeld, Magdelburg, and the text, format, and binding of the book by B. T. Batsford, Ltd., combine to make it a joy to the book lover.

The book deals sympathetically and exhaustively with the way the play instinct of the child has been catered for by adult throughout the ages. But there is more than this, for the history of the doll or the tin soldier is also a history of the fashions. As we look through the collection of illustration we pass in review the changing customs of many centuries, while we are reminded of the changeless touch of nature which makes the whole child world kin.

It is surprising how many fine examples of dolls and other toys have survived the destructive attentions of their young owners, and what a high standard of artistic merit is reached in many of the dolls. This work may help to bring about a revival of the beautiful in children's toys. It is hard to believe that children really like some of the gollywog monstrosities which have been offered to them in recent years.

HOME LIFE IN THE MIDDLE AGES

The Goodman of Paris (Le Ménagier de Paris): a Treatise on Moral and Domestic Economy by a Citizen of Paris (c.1393). Now First Translated into English, with an Introduction and Notes, by EILEEN POWER. (12s. 6d. net. Routledge).

"Le Ménagier de Paris," the work of a citizen of Paris about 1393, but not printed until 1846, and then only in a small edition, now quite rare, is here translated into English for the first time. It is an appropriate and valuable addition to the "Broadway Library of Medieval Literature." As a treatise written by an elderly husband for the instruction of a young wife, it is the medieval counterpart of the classical "Oeconomicus" of Xenophon. There is something singularly attractive about the sweet reasonableness and gentleness of the writer, his genuine piety, tolerance, and sympathy with youth. Miss Power's translation is admirable in style: without any tiresome affectation of archaisms, she succeeds in reproducing the medieval atmosphere so well that one forgets that her book is a translation and accepts it as an original document.

Perhaps the strongest impression left by "The Goodman" is of the unwearied delight of the Middle Ages in stories, jests, and conundrums. Or is it that the elderly bridegroom had already dropped into his anecdotage? We may believe that the bride of fifteen took less pleasure than he did in the history of the patient Griselda. But at least we must set down to his credit the assurance he gives that he did not tell the tale to apply it to his wife, "nor because I would have such obedience from you, for I am not worthy thereof, and also I am no marquis, nor have I taken in you a shepherdess."

"The Goodman" is in three divisions, the first of which is mainly occupied with the wife's duty to her husband, and in its precepts and "examples" presents a picture of the medieval ideal of wifely behaviour. The second part is, in Miss Power's words, "the most exhaustive treatise on household management which has come down to us from the Middle Ages." Much of it is, in fact, a detailed cookery-book, justifying Miss Power's description of its author as the Mrs. Beeton of his time. The third part was to have contained, besides a treatise on hawking, a number of parlour-games for indoor amusement, and a collection of arithmetical riddles. Unfortunately the section on hawking was the only one completed, and, as this contains nothing that is not to be found elsewhere, Miss Power has omitted it, whilst regretting the loss of the riddles even more than "the lost books of Livy."

EDUCATION AND PSYCHOLOGY

Contributions to Analytical Psychology. By G. C. JUNG. Translated by H. G. and CARY F. BAYNES. (18s. net. Kegan Paul.)

We welcome the appearance of this second English collection of Jung's papers, if only because it gives us a suitable opportunity of remarking on what is commonly known as psycho-analysis, so far as it concerns teachers in a special sense. We have now a number of small handbooks which profess to explain psycho-analysis to teachers and parents. We advise our readers to shun them. Either go to the masters (Freud, Jung, Adler) or let the subject alone. And in our judgment Jung is to be put first.

Let any teacher read the last six lectures in this book, and hew ill get more real insight than from a whole library of "write-ups." He will realize the advantages of going to one of the original thinkers and workers. He will also realize that the sex rampage connected with the name of Freud is utterly discountenanced by Jung. The latter speaks not only of "the obscenity," but also of "the blindfold stupidity of the Freudian literature." Its intellectual crudity absolves him from the duty of scientific toleration. It is, he says, only through decent feeling that the sex problem can be hopefully approached, and the Freudian doctrine, being an outrage on decent feeling, is absolutely the wrong way of tackling that problem.

Teachers and parents who are reticent on the subject of sex will draw comfort from Jung's declaration (and he speaks simply as a scientific man) that nothing but dire confusion of thought can induce well-meaning people to believe it their duty to talk of sex incessantly (even to their children) in order to avoid "repression." When doctors disagree common sense has to decide one way or the other, and there is not the least doubt that common sense will decide in favour of Jung, who is a wise physician of the soul, as well as an informed physician of the body. At least, so he seems to us to reveal himself in these papers. It is not without significance that he calls his subject "analytical psychology." He will not even use the term "psycho-analysis," which he leaves as a label for the Freudian extravagances. Limits of space prevent us from giving an estimate of the other papers in this large book, such as those on psychic energy, on spirit and life, on woman in Europe, on marriage as a psychological relationship, on the love-problem of the student, and so on.

The translators and the publishers have done a real service in making this excellent collection of papers available in English.

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Minor Notices and Books of the Month

ECONOMICS

Groundwork of Economics. By Dr. R. D. RICHARDS. (4s. 6d. University Tutorial Press.)

This attempt to give "a concise, clear, and unbiassed survey of the whole field of economics," with special attention to "the most important economic problems of the day," in a volume of moderate size and price, is perhaps as successful as could be expected. It is inclined to be discursive rather than systematic, and should prove more useful to the general reader than to the examination candidate. The theoretical parts—which show Marshall's influence very plainly—are clearly expounded, and the numerous descriptions of present-day organizations and institutions will be useful for reference. Other features of an interesting and up-to-date book are its frequent quotations from other economists, its account of foreign banking systems, and the useful summaries at the ends of the chapters.

Commerce and Trade for Junior Students. By W. ABBOTT. (2s. 6d. Murray.)

This is a capital little book. Taking "the familiar organization of retail trade" as a basis, it goes on to explain in clear and simple fashion the organization of commerce "and the allied functions of transport, banking, and insurance," as well as giving an adequate account of the economic foundations of trade. No facsimile documents are given, but there are U.L.C.I. and R.S.A. examination questions to each chapter.

The Plain Man and His Money: A Guide to Stock Exchange Investment and Speculation. By A. S. WADE. (2s. 6d. net. Nisbet.)

The author of this book is financial editor of the *Daily News*, so he knows his subject thoroughly. But more than this is needed of an educational writer, and the book is better adapted to the needs of the adult investor or speculator than to those of the student of commerce or economics.

Banking and Currency. By W. J. WESTON. Second Edition. (5s. 6d. University Tutorial Press.)

The first edition of this book was noticed here six years ago. It has now been so thoroughly revised and brought up to date that it contains (for instance) the complete text of the Gold Standard Act, 1925, and the Currency and Bank Notes Bill, 1928 (since passed into law)

Introduction to Commercial Law. By N. A. WEBB. (5s. Pitman.)

This latest volume in the "Bedrock" series treats first of the law of contract "and then proceeds to apply those principles to the business of agency, negotiable instruments, and the sale of goods." It is a careful and competent piece of work, well provided with diagrams, forms, chapter summaries, and test questions, and should prove serviceable to students preparing for commercial examinations.

Lessons in Commerce: A Text-Book for Students. By Prof. R. GAMBARO. Edited by Prof. J. GAULT. Ninth Edition, Revised. (5s. net. Lockwood.)

The fact that this book has gone through eight editions since 1892 is sufficient evidence of its value. It is a marvel of conciseness and completeness.

The Industrial Revolution, 1750-1850: An Introductory Essay. By H. L. BEALES. *Trade Unionism To-Day.* By A. CREECH JONES. (2s. each. Paper, 1s. each. Longmans.)

Students of political economy will find these new additions to the W.E.A. "Outline" series very useful. Mr. Beales's essay is an illuminating survey of social and industrial development in Great Britain in the period 1750-1850. The book by Mr. Creech Jones contains a detailed and thorough description of the structure and functions of the modern Trade Union Movement and the problems before it, also up-to-date information as to recent legislation. It is, therefore, a valuable supplement to the already existing work on the subject.

The Money Game: How to play it—a New Instrument of Economic Education. By NORMAN ANGELL. (12s. 6d. net. Dent.)

Norman Angell has found another "great illusion" to combat, and in this vigorous and enthusiastic book he fights lustily against the current "mercantilist" confusion between money and wealth, with all its disastrous results. Not only so, but he has devised a card game which, he claims, will inculcate a true economic conception of money into those who play it. This game, for which all the requisite apparatus is contained in a case at the end of the book, is based upon a story of the Robinson Crusoe type. A shipwrecked engineer is cast upon an island with no belongings except a block of gold, and starts setting up an industrial system with the help of a quantity of broken machinery in the possession of the islanders. This he purchases from its owners with orders issued on the security of the gold. Of the value of the game itself we have not yet had an opportunity to judge, but the story and its economic implications are well worth study. The author has also much to say about the dangers of economic ignorance in general, and pleads convincingly for more widespread economic education. We commend the book to all keen and thoughtful teachers.

Money. By D. H. ROBERTSON. New Edition Revised. (5s. net. London: Nisbet. Cambridge: University Press).

Originally published in 1922, this well-known book has been so largely rewritten that it may almost count as a new work. Mr. Robertson's reason for the revision is not only that most important countries have now returned to a gold standard, but that he "believes himself to have learnt more of the truth about the theory of money." He writes with all his old humour and acuteness of analysis, and though the book is not easy to read, it is one that the student cannot afford to neglect.

Wholesale and Retail Trade: What Services the Warehouseman and the Shopkeeper Render, and how their Businesses are Conducted and Organized. By W. CAMPBELL. Edited by Prof. J. G. SMITH. (5s. net. Pitman).

This book suffers somewhat from the over-conscientiousness of the author, who has filled it with such a wealth of detail that the reader is likely to miss the broad outlines of the subject. Apart from this prolixity and lack of condensation, however, it is a competent piece of work, and should be useful to the more advanced student of commerce.

The Romance of Trade: A Survey, Commercial and Economic. By A. W. KIRKALDY. New Edition. (6s. net. Kegan Paul.)

The Return to Laisser Faire: The Case for Individualism. By E. J. P. BENN. (6s. net. Benn.)

Wages. By M. DOBB. (5s. net. London: Nisbet. Cambridge: University Press.)

The Exchanges of London. By S. W. DOWLING. (7s. 6d. net. Butterworth.)

TRAVELLING SCHOLARSHIPS FOR WOMEN TEACHERS.—Three Walter Hines Page Travelling Scholarships and two Scholarships at the Chautauqua Summer School in the State of New York are being offered by the Education Committee of the English-Speaking Union, in 1929, to enable women teachers to visit the United States of America. The first Page Scholarship was founded in 1924 in memory of the late American Ambassador to Great Britain, but this year through the generosity of the Association of Assistant Mistresses, and the Association of Teachers of Domestic Subjects, two special Page Scholarships will be awarded in addition to the usual ones on the English-Speaking Union foundation. All these scholarships are to be to the value of £50 each. The holders of the three scholarships are invited to spend a vacation in America as the guests of the English-Speaking Union of the United States, and their hostesses are prepared to arrange for them to study any aspect of American life in which they are interested. During past years holders have taken up the scholarship during the summer vacation, but this year the American organization is willing to arrange for the visit to take place during the spring or early summer, or even during the autumn if the holder so wishes. To meet the remaining travelling and incidental expenses, the teachers need only provide a further £50, so that for not much more than the cost of an ordinary summer vacation on the Continent, a holiday of a unique nature can be spent. The scholarships tenable at the Chautauqua Summer School cover the cost of lectures and classes, and complete hospitality for six weeks. Travelling and incidental expenses must be provided by the holders, and are estimated at not more than £80. After the Summer School the English-Speaking Union offers two weeks' further hospitality to the holders of the Scholarships, one week in the United States and one week in Canada. The above scholarships are open both to Secondary and Elementary women teachers, and applications should reach the Committee not later than February 16. All inquiries should be addressed to the Secretary, Education Committee, English-Speaking Union, Dartmouth House, 37 Charles Street, Berkeley Square, London, W. 1. Inquiries with regard to the Association of Teachers of Domestic Subjects Scholarships, however, should be sent to the Secretary, The Association of Teachers of Domestic Subjects, 29, 30 Gordon Square, London, W.C. 1.

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ENGLISH, POETRY, AND DRAMA

(1) *The Structure of the Novel.* By E. MUIR.
(2) *Lyrical Poetry from Blake to Hardy.* By Prof. H. J. C. GRIERSON.
(3) *Phases of English Poetry.* By H. Read. (3s. 6d. each. The Hogarth Press.)

Mr. Muir's lectures on the novel (1) reach, or even surpass, the high critical standard of Mr. F. L. Lucas's lectures on tragedy in the same series. He has the advantage of having been able to read Mr. Percy Lubbock's and Mr. E. M. Forster's recent studies of the craft of fiction; but he carries analysis a stage further than either of his predecessors. Taking the main divisions of the novel, he argues that "the imaginative world of the dramatic novel is in time, the imaginative world of the character novel is in space," and shows that the two types are conditioned by these limitations and that the action cannot develop with equal freedom in time and space. Very interesting is his criticism of the period novel, which he finds to be a degradation of the novelist's art: it is spurious history deviating at times into fiction. If Mr. Grierson's volume on the lyrical poets of the nineteenth century (2) lacks the careful polish which he gave to his study of seventeenth-century metaphysical poetry, the huge amount of material to be dealt with may be partly responsible. The lectures abound in acute criticism—*e.g.*, the treatment of "Pippa Passes." Mr. Read (3) is one of the most thoughtful of our younger critics, but this study of poetry is a slighter performance than his recent study of prose.

(1) *Blackie's English Study Readers.* Fifth Reader. (2s. 9d. Blackie.)
(2) *Reading and Thinking.* Book VI. *A Collection of Prose and Verse Designed to Conduct the Reader to the Open Door of the Library.* Edited by Dr. R. WILSON. (2s. 10d. Nelson.)

The neat and attractive binding of (1) is not belied by the contents which, taken mostly from distinguished authors, are of a quality to earn the approval of the modern boy or girl. Even poems like Beeching's, "A Boy on a Bicycle," or Kipling's, "The Secret of the Machines," which is faced by a most telling coloured reproduction of "The Furnace Door," will not go unappreciated. Lists of difficult words for spelling, and questions which often demand thought and research will be better appreciated by the teacher. The last twenty pages of (2) are devoted to comments and questions on the extremely varied extracts set for reading which include an article "How to use a Reference Library," by William Wilson, F.L.A. There is added for the guidance of the student a long and useful list of historical novels. One of the most amusing items is a one-act comedy by Bernard Gilbert called "El Dorado," the plot of which is refreshingly original.

The Age of Addison. By ANNA M. PAGAN. (1s. 3d. Blackie.)

The price of this little book is no index to its value, and the title tends rather to conceal its charm. Nine good and clear portraits of famous writers and artists of the eighteenth century fitly accompany a set of wholly delightful pictures drawn by the author from the lives of these and other great men and one woman, Lady Mary Wortley Montagu, whose story is the most spirited of all. The author is to be congratulated on her clever handling of her material—not a page but is alive and sparkling.

Foundations of English Grammar and Composition. By J. D. STEPHENSON. (2s. 6d. Methuen.)
Stories of the South Seas. Chosen by E. C. PARNWELL. (Cloth, 2s. Leather, 3s. 6d. Oxford University Press.)
Golden Deeds of India. By L. and H. G. D. TURNBULL. Second Series. (1s. 6d. net. Oxford University Press.)
The Golden Plough: A Novel. By O. HARLAND. (7s. 6d. net. Knopf.)
Selected Austrian Short Stories. Translated by MARIE BUSCH. (Cloth, 2s. net. Leather, 3s. 6d. net. Oxford University Press.
Cambridge Lessons in English. By G. SAMPSON. Teachers' Edition. (Book 1, 2s. 6d. Book 2, 3s. Book 3, 3s. 6d. Cambridge University Press.)
An English Prose Treasury. Compiled by H. HERD. (3s. 6d. net. Allen & Unwin.)
First Grammar Lessons. By CHARLOTTE M. MASON. (1s. 6d. Dent.)
Readings in English Literature. Selected and Annotated by B. G. ASTON. (2s. 9d. Blackie.)
Matriculation English. By J. W. MARRIOTT. (2s. 6d. Harrap.)
Boston: A Novel. By UPTON SINCLAIR. (10s. 6d. net. Werner Laurie.)
Tampico: A Novel. By J. HERGESHEIMER. (3s. 6d. Knopf.)
Elocution for Schools. By J. RIGG. (3s. net. Allen & Unwin.)
Treasure: An Anthology of Treasure Quests, Worldly and Other Worldly. Compiled by T. STAVELEY. *Tales from the Arabian Nights.* Edited by J. GARRETT. *Kidnapped.* By R. L. STEVENSON. Edited by R. MACINTYRE. *A Book of Giants and Dwarfs.* Edited by G. T. ATKINSON and M. E. ATKINSON.

(1) *The Story of Aeneas: Virgil's Aeneid Translated into English Verse.* By H. S. SALT. (8s. 6d. net. Cambridge University Press.)
(2) *The Agamemnon of Aeschylus: An English Version.* By Sir H. SHARP. (2s. 6d. net. Oxford University Press.)

No English version of the Aeneid ever yet conveyed half the majesty and beauty of "the stateliest measure ever moulded by the lips of man." Mr. Salt (1) has not achieved the impossible; but he has perhaps not fallen below the best of his predecessors, and he has beaten some very distinguished rivals. His choice of a metre, the irregular rhyming sequence (with an occasional non-rhyming line) of "Lycidas," is happy. A regularly recurring rhyme, as in Dryden's couplet, produces an effect quite unlike the Latin hexameter; not so an irregular rhyme. Mr. Salt's verse has dignity and beauty, suffering only from a slight excess of smoothness, and his scholarship is beyond cavil. Sir Henry Sharp (2) translates the dialogue of "The Agamemnon" into blank verse, the lyrics into rhymed metres. His version is in unaffected and pleasing English, and is at the same time faithful to the original.

The Dynasts: an Epic-Drama of the Napoleonic Wars. By THOMAS HARDY. Scenes Selected and Edited by J. H. FOWLER. (1s. 9d. Macmillan.)

The length of "The Dynasts"—133 scenes—is a formidable, and generally fatal, obstacle to its use in schools, But it is the only obstacle, and a selection of its most vital scenes should be secure of a welcome from teachers of English and of history.

The Oxford Book of Regency Verse, 1798-1837. Chosen by H. S. MILFORD. (8s. 6d. net. India paper. 10s. net. Clarendon Press.)

Should an anthologist of poetry aim at giving only what is absolutely first-rate, or merely at presenting historical specimens of different tastes and styles? The former was the principle adopted by Palgrave in his "Golden Treasury," and the enduring prestige of his collection is the best proof of the rightness of his decision. It is characteristic of our modern sceptical attitude, our distrust of our own ability, or anybody else's ability, to say what is intrinsically best, that anthologies tend more and more to become museums of specimens. Mr. Milford's name for his period (the first thirty-six years of the nineteenth century) is not very satisfactory, as indeed he admits: the "Regency" had little to do with poetry. Much of what he gives is but second-rate, and the great poets are so great that they cannot be adequately represented in the space allowed to them. Still, there is much of interest which is very little known to readers of to-day, e.g., Hogg's "Kilmeny"; and John Clare and George Darley receive the recognition which is their due, but has only of late been accorded them. Justice is not done to Thomas Campbell; it is time some prominent critic rediscovered him.

On the Acting of Shakespeare's Plays. By C. M. DE REYES. (2s. 6d. net. Blackie.)
The Tempest. By Prof. H. M. PERCIVAL. (3s. 6d. net. Heffer.)
The Comedy of Errors. Edited by Prof. T. W. BALDWIN. (2s. 6d. Heath.)

Two groups of essays, by pupils of an elementary school and one of the great public schools for girls respectively, are printed in the November and December issues of *The Librarian.* The essayists were invited to state the type of books they prefer and give their reason. Tales of mystery appear to be very popular with both groups. Further essays, from a boys' public school and another elementary school, are promised.

* * *

The British Institute of Philosophical Studies has arranged a course of six lectures by Prof. L. J. Russell on "Civilization and Spiritual Life." The lectures will be given at University College, Gower Street, W.C. 1, on Fridays at 5.45 p.m., beginning February 15. Further particulars from the Secretary at 88 Kingsway, London, W.C. 2.

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We have received from Mr. HUMPHREY MILFORD, Oxford, a classified supplement to the Secondary Schools list issued in June last. Specimen pages are included of many of the books and the standard of each book is indicated.

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HISTORY

The Roman Soldier : Some Illustrations Representative of Roman Military Life, with Special Reference to Britain. By A. FORESTIER. (12s. 6d. net. Black.)

Mr. Forestier is an excellent artist, and in the volume before us he presents us with sixty-one pictures—fifteen in colour and forty-six in photogravure—illustrative of Roman military life. They are evidently based on careful study, and they are accompanied by useful notes. They will undoubtedly be very serviceable to actors, painters, and others, who wish to represent the Roman soldier with some degree of accuracy. For scholars they lack the one thing necessary, viz. indication of the ultimate authority upon which they are based.

Chivalry : A Series of Studies to Illustrate its Historical Significance and Civilizing Influence. By Members of King's College, London. Edited by Prof. E. PRESTAGE. (15s. net. Kegan Paul.)

Not for the first time has the department of history at King's College, London, produced, in this equally interesting and beautiful volume, a piece of work which appeals alike to the general reader and to the specialist in history, whose needs are represented by careful lists of authorities. The whole work consists of nine chapters, of which six are contributed by members of the King's College department of history. Prof. Hearnshaw leads the way with an excellent general chapter on chivalry and its place in history—its virtues and its weaknesses. An institution which has evoked astonishingly divergent judgments from different writers, one regarding it as " the development of all that was lovely, graceful, and worthy in human nature," and another as " the gloss put by fine manners on vice and selfishness and contempt for the rights of others," gives scope for just that kind of balanced view of which Prof. Hearnshaw possesses the secret. The volume supplies an especially felt want in respect of chivalry in Germany, in Spain, and in Portugal—of which no adequate accounts were accessible in English. The illustrations are beautifully produced, and are as nearly contemporary as could be found. The book reflects great credit on the editor and his contributors.

The Memoirs of Prince Max of Baden. Authorized translation by W. M. CALDER and C. W. H. SUTTON. 2 vols. (42s. net. Constable.)

This is unquestionably one of the most important of the War books that have yet appeared. It contains the stuff out of which history will eventually be made. A man of liberal views and of great political insight, Prince Max disagreed with the dominant military party, but was unable to bear up against them, and unable therefore to secure the adoption of his views about Belgian independence, and about the unrestricted submarine campaign. When at last the military party had succeeded in running the ship on to the rocks, and Germany was seething with rebellion, Prince Max was called in to carry out the unenviable task of negotiating a peace which was bound to mean submission and surrender. The loftiness of his patriotism received its finest expression in this act of self-sacrifice. He says quite rightly, in the preface to this English edition of 'The Memoirs,' that there is much in the book that must fail to carry conviction in England. His remarks about responsibility for the outbreak of war will most certainly fail to carry conviction. Still, he is obviously an honest patriot, who was not permitted to serve his country until utter disaster could not be prevented.

A Concise History of Great Britain. By D. C. SOMERVELL. (6s. 6d. In 2 Vols. 3s. 6d. each. Bell.)

In this volume that diligent maker of text-books, Mr. D. C. Somervell, has collected such portions of his larger " History for British Schools " as relate to the United Kingdom. Mr. Somervell is an experienced teacher, and a writer with a sense of style. Hence this survey of British History will be serviceable, in spite of the fact that it does not display so complete a unity, and continuity as it would if it had not been originally composed on another scale and from a different point of view.

A History of Europe. Vol. III. *The Balance of Power, the French Revolution and Napoleon, the Nineteenth Century and After,* 1740-1914. By A. HASSALL. (7s. 6d. Rivingtons.)

Mr. Hassall has with remarkable rapidity brought his text-book of European history down to the outbreak of the Great War, where presumably it will end. A volume that in 338 pages covers so enormous and so crowded a period as 1740-1914 can, of course, do no more than present the salient facts. But Mr. Hassall is skilled in the making of summaries, in the framing of tables, and the construction of notes. Hence examinees will find within the narrow covers of this book a large amount of information in concentrated form.

The Victorian Illusion. By E. H. DANCE. (12s. 6d. net. Heinemann.)

This is in some respects a very remarkable book. For one thing, it is so well written that few people whose interests lead them to begin reading it are likely to leave a single page of it unread. The book can scarcely be called history, though it could not have been written except by an accomplished student of history. It is rather an essay in politics, written by one who has quite made up his mind that the judgments of the Victorians about their age and their leaders are for the most part to be rejected. There are, of course, degrees of condemnation. For example, whereas Disraeli and Gladstone betrayed the State in the interests of party, Peel merely betrayed his party in the interests of the State. One of the figures which come out well under Mr. Dance's searchlight is that of Prince Albert. It is curious to compare Mr. Dance's estimate with contemporary popular opinion as expressed in Mr. Punch's earlier cartoons. But on the whole the author leaves the Victorians a litter of shattered idols. The last word has not yet been spoken, but Mr. Dance has certainly given us a lively, entertaining, and well-informed criticism of the Victorian age—its economics, its domestic politics, its imperialism, its jingoism, and its smugness.

An Introduction to Contemporary Civilization in the West : A Syllabus, Prepared by Columbia College Associates in Economics, Government and Public Law, History and Philosophy. Seventh Edition. Completely Revised. (22s. 6d. net. New York : Columbia University Press. London : Oxford University Press.)

American teachers are experts at the production of what they term " syllabi." Few, however, among the fruits of their organized and systematic labours are so elaborate and complete as the syllabus before us. Originally drawn up by a body of Columbian professors in 1910, it has by means of six successive revisions reached its present condition of perfection. It aims at giving the students a guide to all the necessary sources of information required to enable him to comprehend the civilization of the present day. It therefore begins with the origin and traces the successive stages of development through the ages. Special stress is laid on social and economic factors. The syllabus is prepared specially for American students, and most of the references are to American authorities. The general scheme, however, is applicable to English conditions, and students of European history will find it useful. For the first time, in this seventh edition, illustrations are added. Many of them are taken, by permission, from Mr. H. G. Wells's *Outlines of History.*

Notes on European History. By W. EDWARDS. Vol. V. 1870-1915. (8s. 6d. net. Rivingtons.)

The numerous volumes of Mr. Edwards's notes are now so well-known and so highly appreciated by both teachers and scholars that there is little need to commend them. Suffice it to say that this concluding volume of the European series shows the same skill as its predecessors in the summarization and tabulation of information. It gives in detail the essentials of the history since 1870 of France, Germany, the Balkans, Russia, Austria, and Italy. A final chapter presents the outstanding events in the history of " the lesser States," under which term are included Spain and Portugal; Holland and Belgium; Norway, Sweden, and Denmark.

In our review of Volume III of the Cambridge History of India last month we inadvertently mentioned Volume II as already published. Apart from Volume III, only Volume I has up to the present appeared.

Essex. By P. H. REANEY, educational edition. (2s. 6d. net. Knopf.)

The Black Death. By G. G. COULTON. *English Economic History.* By A. ELIZABETH LEVETT. (6d. each. Benn.)

Making the English Homeland. By Dr. F. W. TICKNER. (Limp, 1s. 8d. Cloth, 1s. 10d. University of London Press.)

The Johns Hopkins University Studies in Education. No. 12. Edited by E. F. BUCHNER. *Retention of History in the Sixth, Seventh and Eighth Grades, with Special Reference to the Factors that Influence Retention.* By Dr. SARAH J. BASSETT. ($1.75. Baltimore : The Johns Hopkins Press.)

The Great Revolt in Castile : A Study of the Comunero Movement of 1520–1521. By Prof. H. L. SEAVER. (24s. net. Constable.)

We have received from MESSRS. MACMILLAN & CO., LTD., a classified and an alphabetical catalogue of their publications, which include many standard and reference volumes and several good school series. The catalogues should be on the shelves of all teachers.

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PHILOSOPHY AND PSYCHOLOGY

An Intermediate Logic. By Prof. J. WELTON and A. J. MONAHAN. Revised by Dr. E. M. WHETNALL. (10s. 6d. University Tutorial Press.)

Several important changes have been made in this third edition, mainly in the chapters on Propositions, Postulates of Induction, and Method. There is also an additional chapter on Categories and Predicables. It still remains the standard text book for Intermediate University Examinations.

Introductory Sociology. By A. MUNTSCH and H. S. SPALDING. (10s. 6d. Heath.)

This introduction to sociology has been written to meet the needs of Catholic schools. Essential differences between Catholic and non-Catholic sociology are clearly indicated when divergent views and practice make such distinctions desirable, but the treatment does not exclude the utilization of material from a wide range of authors.

The Guidance of Conduct. By E. T. DIXON. (10s. 6d. net. Kegan Paul.)

The Will to be Free: A Critique of Deterministic Theory and a Vindication of Real Alternatives in Human Purpose. By H. V. KNOX. (10s. 6d. net. Constable.)

Greek Thought and the Origins of the Scientific Spirit. By Prof. L. ROBIN. (21s. net. Kegan Paul.)

Spinoza. By Prof. L. ROTH. *Leibniz.* By Prof. H. W. CARR. (12s. 6d. net each. Benn.)

Some Implications of Social Psychology. By O. H. HARLAND. (3s. net. Knopf.)

This stimulating essay grew out of the efforts of a study-group at the W.E.A. Yorkshire Summer School at Ambleside in 1927. Working as far as possible from first principles, without much reference to authorities on the subject, Mr. Harland and his students produced a criticism of modern society which will certainly provoke its readers to read and think for themselves. The two chapters on The Individual and the Herd are perhaps the most interesting, but every page has good stuff in it, and a commendable lack of padding.

The Battle of Behaviourism: An Exposition and an Exposure. By Prof. J. B. WATSON and Prof. W. McDOUGALL. (2s. 6d. net. Kegan Paul.)

This latest addition to the "Psyche Miniatures" gives the substance of the speeches of Watson and McDougall in a debate before the Psychological Club of Washington in 1924. Dr. Watson confined himself to giving a brief account of his "behaviouristic" psychology with special emphasis on the conditioned reflex and the behaviouristic explanation of thinking as "merely talking, but talking with concealed musculature." Prof. McDougall's attack used all the devices of forensic oratory to pour scorn on American psychology in general, and Dr. Watson in particular, but stripped of personalities his exposure of the limitations of behaviourism was both sound and clear, and it is not surprising that the vote of the audience was in his favour.

Infancy and Human Growth. By Prof. A. GESELL. (15s. net. New York: Macmillan.)

Readers of Dr. Arnold Gesell's "Mental Growth of the Pre-School Child," will scarcely need, provided they are interested in the scientific study of childhood, to be recommended, and will certainly not need to be urged, to make acquaintance with this new volume by the Director of the Yale Psycho-Clinic. Growth is the key-word of the book—the interdependence of growth and duration; the nutritional and environmental factors in growth; and the problem of heredity in relation to early mental growth. Both in its human appeal, and in its strict adherence to the laws of scientific investigation, Dr. Gesell's book will be appreciated by the increasing band of workers in the field of child welfare, in this country as well as in America. His work suggests more strongly than ever the importance of the earliest period of human life for all subsequent development. A perusal of his individual growth studies causes one to understand quite well why he expresses his indebtedness, not only to his co-workers, but also to the infants themselves.

Practice, Fatigue, and Oscillation: A Study of Work at High Pressure. By J. C. FLÜGEL. (8s. 6d. net. Cambridge University Press.)

An account of an interesting experiment carried out with girls from standards 7 and 8 of a London elementary school. The work consisted of addition of one place numbers for twenty minutes a day for forty-six days. The most important point for teachers is the rapid and continuous improvement possible in a function of this kind when strong enough incentives are provided.

The Nature of Conduct. By Prof. P. M. SYMONDS. (8s. net. New York: Macmillan.)

An essentially American attempt to reduce conduct to the simple terms of behaviouristic psychology. The nervous system as the physiological basis of conduct is first described, the later chapters deal with such matters as ideo-motor conduct, the place of reasoning in conduct, and the place of symbols in conduct. In dealing with this last topic, Prof. Symonds with some *naïveté* puts forward a plea for a scientific religion with symbols invented to correspond with the ideals which society considers desirable. "By being non-sectarian, non-political, non-national, they could win the approval of all groups . . . they could gather as much if not more sacredness than the great religious symbols." For a psychologist Prof. Symonds shows a strange ignorance of human nature, but nevertheless his book is a serious attempt to define and analyse the essential nature of conduct, and as such is worth the attention of educationists.

Psychologie der Frühen Kindheit bis zum Sechsten Lebensjahre. Von W. STERN. Mit Benutzung Ungedruckter Tagebücher von CLARA STERN, und Beiträgen von KURT LEWIN und HEINZ WERNER. 5. Überarbeitete und Erweiterte Auflage. (In Leinenband, M.12.80. Geheftet, M.10.80. Leipzig: Quelle und Meyer.)

The first edition of this book was published in 1914. As successive editions have appeared during the last five years, it has become in effect a new book, which offers a comprehensive and systematic survey of the mental development of children up to the sixth year of life. The results of important investigations made by many different workers in this field are incorporated in the text, and their value critically assessed. The assumptions underlying the Montessori method, the work of Piaget on the language, judgment, and reasoning of young children, the psycho-analytic interpretation of child life, are all subjected to close scrutiny. But the wealth of material to be found in Prof. Stern's work cannot be adequately indicated in a short notice. His competence as a guide through the labyrinth of child psychology has long since been recognized. To some it will appear a merit, to others a defect, that his judgments and interpretations express the philosophy of personalism which he has expounded at length elsewhere. An English translation of this book will be eagerly awaited.

Experiments with Handwriting. By R. SAUDEK. (18s. net. Allen & Unwin.)

A full account of the theory and practice of graphology, including an interesting account of many actual cases of the detection of dishonesty by examination of the handwriting. There is also an illustrated supplement giving facsimiles of the handwriting of many famous people, including Mussolini and Viscount Grey.

Difficulties in Child Development. By MARY CHADWICK. (15s. net. Allen & Unwin.)

This book, written by one who is a member of the College of Nursing as well as a psychologist, will be of great use to all who have to deal with young children. It gives practical information, based on sound knowledge and wide reading, and should do much to combat "the lamentable ignorance that is generally prevalent where the psychological disturbances of early life are concerned." Most of the book is concerned with children at the nursery stage, but the later chapters on the "Growth of the Personality" and "Adolescence" give valuable guidance for dealing with these stages.

The ABC of Nerves. By Dr. D. F. FRASER-HARRIS. (4s. 6d. net. Kegan Paul.)

A most useful book for the general reader, making this very difficult subject intelligible without being either inaccurate or dull. Dr. Fraser-Harris has an attractive style and a special gift of apt illustration; it is a pity that the diagrams are not printed as clearly as the letterpress.

Introduction to Social Psychology: Mind in Society. By Dr. R. MUKERJEE and Dr. N. N. SEN-GUPTA. (7s. 6d. net. Heath.)

Source Book of Social Psychology. By Prof. K. YOUNG. (21s. Knopf.)

The Education of Mentally Defective Children. Psychological Observations and Practical Suggestions. By ALICE DESCOEUDRES. Translated from the Second French Edition by E. F. ROW. (7s. 6d. net. Harrap.)

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Edited by A. SIDGWICK, M.A. Books I–XII. 2s 3d each

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SCIENCE

(1) *Botany for Students of Medicine and Pharmacy*. By Prof F. E. FRITSCH and Dr. E. J. SALISBURY. Second Edition, Revised. (10s. 6d. net. Bell.)
(2) *An Introduction to the Study of Plants: Being an Elementary Account of their Morphology, Physiology, and Ecology*. By Prof. F. E. FRITSCH and Dr. E. J. SALISBURY. Third Edition, Revised. (7s. 6d. Bell.)
(3) *Plant Life and its Romance*. By Dr. F. E. WEISS. (3s. 6d. Longmans.)

(1) and (2) In the new editions of both these well-known text-books the scope and treatment remain unaltered. The chapters dealing with nutrition, respiration, and other physiological processes are considerably modified, and thereby brought up to date, while a few difficulties are clarified. (3) This attractive little book is based on twelve talks delivered broadcast by Prof. Weiss to school children. It gives a capital idea of the progress of vegetation in the course of evolution, and touches on the adaptations by which the descendants of aquatic plants have become enabled to establish themselves on dry ground. Teachers desiring to give to beginners the main ideas and a broad survey of botany will find here just the book that they want.

(1) *How You Began: A Child's Introduction to Biology*. By AMABEL WILLIAMS-ELLIS. (2s. 6d. net. Howe.)
(2) *A First Biology*. By Prof. S. MANGHAM and Prof. W. R. SHERRIFFS. (2s. 6d. Sidgwick & Jackson.)
(3) *Eyes and No Eyes*. Vol. II. By R. C. SMITH. (6s. net. Cassell.)
(4) Visual Nature Series. *Animals of the Zoo*. By AGNES NIGHTINGALE. (1s. Black.)

These four are intended for juvenile pupils only. (1) Is a very simplified statement of human embryology—excellent as far as it goes; but there is no hint of an answer to the question that, surely, many a child will ask, "What had Dad to do with my beginning?" (2) Strikes us as attempting too much for "pupils under fifteen"; but in the hands of a teacher able to give abundant demonstration lectures, it would provide a good course. (3) Deals with a wide range of animals, and is suited for reading aloud followed by written exercises. (4) We advise that portions of this be read to the children shortly before they visit the Zoo; and that the outline drawings should be coloured from memory the day after.

A Shilling Practical Chemistry. By E. J. HOLMYARD. (1s. net. Bell.)

One of the cheapest courses in practical chemistry for School Certificate work we have seen. Its size and price in no way affect the usual care and efficiency with which Dr. Holmyard presents his theme.

(1) *The Seas: Our Knowledge of Life in the Sea and How it is Gained*. By F. S. RUSSELL and Dr. C. M. YONGE. (12s. 6d. net. Warne.)
(2) *The Under-Water World*. By E. G. BOULENGER. (2s. 6d. net. Hodder & Stoughton.)

(1) It is difficult to praise too highly either the subject matter or the illustrations of this admirable and very handy volume. Animal life in the seas forms the main topic; and this is dealt with at all zones and depths, and with abundant reference to the marine flora on which the animal life ultimately depends. But physical and chemical conditions receive ample consideration; and the instruments and apparatus whereby knowledge of these and of the living organisms is gained are clearly described. The chapters on the various fishery industries and on marine products contain matter of value not only to biologists but also to administrators and legislators. The book ought to find a place in every school and in every public library. (2) This is a general survey, arranged mainly on systematic lines, of animal life in salt and in fresh waters. It is written in an easy style, and forms quick and interesting reading. Zoologists, perhaps, will not complain at the absence of all illustrations; but the layman will probably want to visualize the animals to which allusions are made.

Volumetric Analysis: a Practical Course Based on Modern Theoretical Principles. By A. W. WELLINGS. (5s. Methuen.)

A useful text-book, based upon the fundamental theoretical principles of the subject, and designed to meet the needs of older pupils at school and junior students at the university. We are doubtful whether the estimation of alkali cyanides is an experiment suitable for schools.

The Earth and Its History: A Text-book of Geology. By Prof. J. H. BRADLEY. (12s. 6d. net. Ginn.)

This is a sound, short, general course of elementary geology, with a good final chapter on its practical applications in the service of man. Since, however, the majority of examples of phenomena are American, the book is of more value to teachers than to British students.

The Frog: An Introduction to Anatomy, Histology, and Embryology. By the late Prof. A. M. MARSHALL. Edited by H. G. NEWTH. Twelfth Edition. (6s. Macmillan.)

The alterations in this edition of this widely-used "practical" text-book are chiefly in the portions dealing with microscopical technique; while the sections on germ-cells and the early stages of development have been largely re-written. The modifications introduced will undoubtedly receive general approval.

Insects: An Introduction to Entomology. By Prof. F. BALFOUR-BROWNE. (6d. Benn.)

This is an introduction to entomology from an economic rather than an anatomical standpoint. Indeed, the reader who is ignorant of insect structure is not enlightened thereon, though he will learn much regarding the menace presented by insects to human welfare and activities, and will gain an insight into some of the problems confronting entomologists. It is well that the general public should realize the importance of entomological knowledge to mankind. On the taste sometimes displayed by the author when in lighter vein we cannot offer congratulations; still less on two hideously ungrammatical sentences on page 75 (line 6–14).

Blue Blood in Animals and other Essays in Biology. By Prof. H. M. FOX. (5s. net. Routledge.)
Queer Fish: Essays on Marine Science and other Aspects of Biology. By Dr. C. M. YONGE. (5s. net. Routledge.)

The complaint is frequently made that men of science, who are naturally compelled to re-construct their scientific vocabularies in accordance with the progress of research, end by talking a jargon, which is unintelligible even to other men of science, not to speak of the educated public at large. On the other hand, from the time of Huxley and Tyndall there has not been wanting writers and lecturers skilled in putting fundamental scientific truths, or guesses at truth, in language "understanded of the people." The series to which these two books belong bids fair to perform a very useful function in this connexion. Both books are on biological subjects, one by the Professor of Zoology at Birmingham, and the other by the leader of the Great Barrier Reef Expedition. They are excellent for the general reader, and they will form excellent reading matter in schools and in training colleges.

A Middle School Chemistry. By J. A. COCHRANE. Parts II and III. (2s. 6d.) Knopf.

This volume forms the second and third parts of Mr. Cochrane's course of Middle School Chemistry. Part II is a quantitative recapitulation of the chemistry of air, water, chalk, washing soda and common salt, leading up to the fundamental chemical laws, including equivalents. Part III is an attempt to introduce chemical theory to young pupils before a formal study of the atomic theory is taken up. Every teacher must have found difficulty in designing an introductory course of chemistry which proves altogether satisfactory in practice, but Mr. Cochrane has come appreciably nearer to a solution of the problem, and young teachers in particular will find him a useful guide.

The Origins and the Growth of Chemical Science. By J. E. MARSH. (5s. net. Murray.)
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SPECIAL NOTICE FOR 1929:

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PROF. SIR JOHN ADAMS, M.A., B.Sc., LL.D., F.C.P., &c., is a trained Teacher who took First Class Honours in Mental and Moral Science, University of Glasgow.

He was formerly Headmaster, Jean Street Public School, Glasgow; Rector of the Grammar School, Campbeltown; Lecturer at, and afterwards Principal of, F.C. Training College, Aberdeen; Principal of F.C. Training College, Glasgow; Lecturer in Education, University of Glasgow; President, Educational Institute of Scotland, 1896–7; visited Canada on Educational Commission, 1902; Principal, London Day Training College, 1902–22; Professor of Education, University of London, 1902–22; now Emeritus Professor.

Sir JOHN ADAMS has been a valued contributor to *The Journal of Education and School World* for many years.

The SIXTY-FIRST ANNUAL VOLUME of "*The Journal of Education and School World*" *commenced with the January*, 1929, *issue. This is a convenient time to start a subscription either through the trade or direct. A subscription on behalf of a friend in the Overseas Dominions is always a much appreciated form of remembrance.*

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MATHEMATICS

(1) *An Elementary Treatise on Differential Equations and their Applications.* By Prof. H. T. H. PIAGGIO. New Edition. Revised and Enlarged. (12s. net. Bell.)

(2) *A Course of Pure Mathematics.* By Prof. G. H. HARDY. Fifth Edition. (12s. 6d. net. Cambridge University Press.)

(3) *Statics: Including Hydrostatics and the Elements of the Theory of Elasticity.* By Prof. H. LAMB. Third Edition. (12s. 6d. net. Cambridge University Press.)

These are new editions of well-known and authoritative books. Prof. Piaggio has added a considerable miscellaneous chapter to his treatise, and has also increased the number of examples, and revised the remainder of the book; its admirable qualities have been improved in the process. The other two volumes noticed are substantially the same as their second editions; the numbering and paging has been little affected by such corrections and additions as have been made, and that is always satisfactory when it may happen that old and new editions will be used in the same class. Prof. Hardy has added a small appendix on the notation O, o, $\sim$ for the behaviour of functions for large values of the variable. He acknowledges neatly, his indebtedness to another type of logical mind for the correction of a mistake in the definition of the negative of a real number. Both his course and Prof. Lamb's course of Statics should be known and studied by all intending professional mathematicians in their last year at school.

Elementary Analytical Geometry. By T. H. W. HILL. (10s. Mills & Boon.)

This is a sound introduction to the subject, dealing with the elementary properties of straight line, circle, and conics, with a single chapter on the general equation of the second degree. There is a sufficient proportion of purely numerical work which makes the book easier reading than the standard treatises which the specialist must eventually study. A convenient feature is that all answers are printed immediately alongside of the question, though we think it would have been wiser to have omitted the answers which can be written down almost without any intermediate working. The book is clearly printed on good paper, but even so the price seems high.

Exercises in Elementary Book-Keeping. By W. C. CASTLE and J. B. Gow. (2s. net. Macdonald & Evans.)

A Key to Elementary Geometry. By C. V. DURELL. (3s. 6d. net. Bell.)

Book-Keeping for Beginners: A First Course in the Art of Up-to-Date Book-Keeping. By W. E. HOOPER. With Answers to the Exercises. (2s. net. Pitman.)

Book-Keeping for Advanced Divisions and Secondary Schools. Part III. By J. GREIG. (2s. 6d. Pitman.)

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The Teacher: Types, Contacts, and Interests

III.—THE TEACHER AS ARTIST

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

ONE of the best misunderstood things that Mr. Bernard Shaw ever wrote is his famous quip that has wrung the withers of our profession quite unnecessarily: "He who can does, he who cannot teaches." Admirable in itself, and thoroughly sound so long as kept in its proper place, the epigram has been stupidly applied to ordinary professional teachers, with whom it has really nothing to do. To put matters right we must enter upon the gruesome business of butchering an epigram, for that is the true description of analysing it.

The phrase refers to the executant in the fine arts, and points out the bitter truth that those who fail in the practice of an art are forced to fall back upon teaching others to do what they themselves have failed in doing. We are all familiar with the crowd of unsuccessful artists who in the face of lack of commercial appreciation of their products have to "take pupils," to make ends meet. We do not forget that even in the case of those who are ultimately successful there may be a depressing teaching interlude. But leaving these out of account, and taking the Shavian maxim at its face value, there is less of a sting than at first sight appears. The impression conveyed by the gibe is one of contempt for persons who are so far lost to common sense through dire want, that they set about teaching others to do what they cannot do themselves. But is this so very absurd? Is it not quite possible that a man may be able to teach others to do what is quite beyond his power to do himself?

If it were not so, we would have to assume that we teachers were all made of superior intellectual and artistic material as compared with our pupils. I prefer the attitude of the old German pastor who always lifted his hat when he came before a class of children, because he felt that many of them must be inherently superior to him. The position is well illustrated by the old schoolmaster in "Adam Bede" who gloried in the stalwart young fellows who could do much that he never could have done, and yet, as he complacently reflects, they owe their power largely to him.

But suppose for a moment that we carry the war into the enemy's country, look in on the artistic genius, and see what he can do in the way of teaching. It is true that if we inquire how he produces his effects he may ride off on an epigram with his curt "With brains, sir." But even when he does condescend to try to tell his fellows how he does his job, he is seldom successful. The schools kept up by some of the "Old Masters" did not supply an edifying sight for those who know what teaching really is. As a rule they were places where young men could see how a master worked, and learn as much from what they saw, as they were able to teach themselves. It was the rare exception, as in the case of Sir Joshua Reynolds, that the genius painter was also a capable expositor of his art.

One can see the sneer on the genuine artist's lips; one can hear his contemptuous remark about the "Art! of the Schools of Art." But he may rest easy. We have no intention of trying to mechanize art by the inferior teaching of it, but rather to raise teaching itself to the rank of a fine art; for this is the essential point in our argument. Those who carelessly read the Shavian epigram forget that the teacher too is an executant *as teacher*. The man who has to withdraw from the stage or the studio because he "can not," may make a brilliant success as a teacher of those who "can." It is true that the vast majority of the "cannots" who make up the teaching body for the fine arts, are ordinary journeymen teachers, quite steady business-like people, who do a great deal to help in bringing out the possibilities of their pupils, but without a spark of teaching genius. There! It is out: the claim that teaching too is a fine art.

It is true that teaching can never claim to be a fine art in the same sense as painting, music, or sculpture. These depend to a considerable extent on their subject matter for the attraction they exert over humanity. But the skill with which the executants bring out their points has also its charm. This aspect indeed is so pronounced that the term has come to have a secondary claim on our admiration. When De Quincey wrote his treatise on "Murder as a Fine Art" it will scarcely be claimed that his treatment owed its charm to the subject matter. What is implied in this title is that Murder has been so thoroughly mastered in all its details that there is a pleasure in observing the smoothness with which everything works in with the plans of the artistic murderer. When we say that begging-letter-writing has been reduced to a fine art, everybody knows what we mean. But if we are called upon to give the essential quality underlying this secondary meaning of the term fine art, we cannot do better than suggest—the absence of *fumble*.

"Muddling through" is the popular expression for the opposite of what we mean by this secondary aspect of the term *fine art*. When science and experience fail us we all fall back upon fumbling. When the clock on the mantelpiece refuses to go, even after we have convinced ourselves that we did not forget to wind it up, all that is left for the ordinary lay person to do is to shake it. The astonishing thing is that sometimes the shaking succeeds. The clock begins to go; the ordinary person does not know why, nor is he particularly interested to inquire. The expert clockmaker on the other hand, knows exactly what to look for, and what to do when he finds what has gone wrong.

What is true of clocks is true, to some extent at least, of children. Sometimes a shaking does wonders in the way of

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clearing up matters: but the method is not to be relied upon. The man who shakes the clock is regarded by his fellows as an ordinary citizen not open to any special blame because he does not know the inner ways of a clock. It is not his business. An ordinary layman may occasionally shake a child without sin, but with the professional educator it is different. The teacher who does not know, and does not want to know, the inner working of the child-mind not infrequently calls himself an empiric. He is rather proud of the name, and it must be admitted that it is prettier than *quack*.

We must concede that we do not know nearly so much about the working of the child-mind as we do about the working of clocks. A clock has always some sort of market value, and is therefore worth knowing, and even studying. As to the child there are those who maintain that we can never find out anything worth knowing about his mind in relation to teaching, and so they fall back upon fumbling. No careful observer will feel called upon to deny that a great deal of the teaching in the world is carried on by fumbling. The teacher spends far more time and energy than are necessary to produce the results desired, and if, as time goes on, in the experience of the teacher a certain amount of unnecessary expenditure is eliminated, this is the result of the lessons of fumbling rather than those of reason.

We must all have the greatest sympathy with those teachers who desire to be allowed to teach in their own way, so as not to constrain their personality, and not be compelled to make themselves other than they are. Such teachers shudder at the name of method, and regard it as nothing more than a chain imposed from without. They are loud in proclaiming that there is no one and indivisible method before which all others must bow, and that whatever method suits each teacher is the best for him.

When all this is analysed it comes to no more than a demand that each teacher should be allowed to work out the details of method in his own way. These details are not nearly so important as the protesting teachers believe, and if the truth came out it would be found that the teachers who are loudest in their protests are most given over to set ways of doing things, in other words, to method. The really important thing to get into our heads is that there are certain broad principles of method that are of general acceptation, and that must be observed before there can be any genuine teaching. In applying these general principles there is abundant scope for the development of all the individuality of which teachers can boast.

Perhaps the most important principle to be realized by those who would treat teaching as a fine art is that teaching and learning are correlative terms. A man may go through a process that he calls teaching, and the pupil may at the same time learn, but unless this learning comes *because of* the teaching there has been no real teaching done. The pupil may be educating himself without any help from the teacher, in fact, *in spite of* some of the things the teacher does when he thinks he is teaching. Brilliant men can be quoted by the score in favour of self-education. These are mainly those who are usually called self-educated. But even professional teachers add their evidence. Jacotot, you may remember, in his "Enseignement Universel," satirises his own craft by defining a teacher as one who can do no more for his pupils than wring his hands and keep on helplessly asking: "Don't you see? Don't you see?"

Not infrequently these fumbler teachers teach according to one method while their pupils learn according to another. In the old-fashioned way of teaching reading, the teachers supposed they were following what was called the alphabetic method, whereas their pupils were often learning on what was afterwards called the look-and-say method. The teacher thought the pupil went through the process of saying to himself d-o-g and sounding it *dog*, whereas the child saw the word *dog* as a whole, as a little symbol meaning the four-legged creature with which he was familiar. He learned it as a Chinese child learned his word signs in a land where there are no letters of the alphabet.

At a higher grade the same sort of thing happens. In our theory of presentation we are told that we must proceed from the concrete to the abstract, and yet the stiff-necked, old-fashioned teachers deliberately taught from the abstract to the concrete. At least they thought they did. They certainly laid down more or less abstruse abstract principles, and proceeded to work from them. What really happened in these antiquated methods was something like this. The abstract was presented to the pupil in the form of some vague generalization or some cut-and-dry rule. Neither was really apprehended by the pupil, though for his own comfort he made shift to use the generalization supplied as if he understood it. Sometimes he was able to impose upon his teacher by successful application, sometimes not. But he would naturally discriminate between the cases in which he succeeded and those in which he failed. He gradually established a causal relation between the kind of guess he made and the result in success. This causal relation was not always exactly according to nature, but it led to a working solution of a practical difficulty. He might select the wrong qualities as criteria. But there is an old logical tag, of which the pupil is profoundly unaware, that helps him along nicely on his guess-work way. *Nota notae est nota rei ipsius.* He may not get the mark of the actual thing, but if he gets the mark of the mark he is often able to rub along quite successfully. The important thing is that by and by he does reach the inner meaning of the abstract principle, though he has reached it *via* the concrete. In his pilgrimage it is worth noting that the illustrative examples, sometimes mercifully softening the abstract statement, form admirable stepping-stones in the boggy road that leads from the concrete to the abstract.

When the old-fashioned teacher found that the pupils ultimately came to understand what had been taught, it was only natural for him to assume that he had been successful in teaching from the abstract to the concrete. His error lay in supposing that the pupils learnt in the same order as they had been taught. What actually happened was that the teacher did not really teach at all, and that the pupils learned by passing along devious routes from the concrete to the abstract.

Since we have set up the absence of fumbling as the mark of the work of the teacher who has reduced his life-work to a fine art, we must demand from him a certain amount of knowledge, without which he cannot by any possibility avoid fumbling. He must know the general laws of mental action, the special characteristics of the members of his class, and the contents of their minds in the matters with which he has to deal. With this knowledge, and with that touch of genius that, in however slight a form, must be present in the make-up of every really successful member of our profession, the teacher can play upon his class as easily and accurately as a skilled musician on his instrument. He knows the exact answer to expect to a given question. He understands what underlies every mistaken answer, and knows how to use the false to usher in the true. He is never surprised at, or indignant with, the intellectual aberrations of his pupils. He has acquired the general habit of following the line of his pupils' thoughts, so as to be able to utilize every peculiar use made by them of the matter under treatment. Like a skilful cross-examiner he can anticipate the general line of thought of the person he is for the moment dealing with, and though he cannot always prophesy details, he is always ready to treat effectively whatever unexpectedly turns up.

The treatment of the unexpected is one of the best tests of fine art in teaching. In class work there is little that is unexpected by the really artistic teacher. The whole field lies open before him, and all that is humanly calculable lies within his ken. He is seldom surprised, and when he is he is almost thankful for the experience. It brightens up a landscape that would tend to be monotonous were it not

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for the interest that permanently accompanies the verification of expectation. Some teachers make the profound mistake of being surprised at the facility with which pupils make blunders. Now, except for dramatic effect, teachers should never be surprised at anything. A teacher will sometimes bleat for quite a time over some particularly blatant blunder, explaining to the errant pupils that he could have understood this, that, or the other blunder, but this particular form he can not understand. He tells them he is surprised, astonished, appalled at the depth of stupidity it exhibited: he simply cannot understand it. Now this may be all very good as histrionics, but if the master means what he says, he is condemning himself. He ought to be able to understand it; it is his business to understand just such matters: that is what he is for.

The observant reader will no doubt have noticed that in the paragraph before last a little phrase was unostentatiously introduced, and he may have suspected that in demanding "a touch of genius" we are going beyond the reasonable requirements from professional teachers. But we are speaking here of teaching as a fine art, and in fine arts of all kinds there must be this demand for a special *flair* that we do not demand from the plain man. It is true that teaching can be carried on to a high pitch of perfection that really deserves to rank as a fine art, at any rate in the popular secondary meaning of that term. But to reach the highest form of fine art in teaching just a little more is required. If the topmost level is to be reached the teacher must pass beyond the mere presentation of knowledge, however admirably that may be done. There must be the close interaction between spirits.

It is pleasant to find in the very heart of the citadel of Public Schooldom a witness to say the thing that we want said. When A. C. Benson, in his "Schoolmaster," says that teaching is essentially a dramatic process, no dog is likely to bark when we take this as the basis of the interaction between teacher and pupil. This demands reciprocity, and sweeps away at once the conception of teaching as monologuing. There must be personal action and reaction going on between teacher and pupil.

At first sight it might appear that in this intercourse the master in order to respect the individuality of his pupils must give up some at least of his power over them. As a matter of fact, the preservation of the pupils' individuality is a help rather than a hindrance in the process of teaching. The teacher can act upon the pupils only by recognizing this individuality. We can get the pupils to act thus and thus, only by acting upon them as they are. The master must secure the proper reaction of the boys by himself obeying the laws of the boys' nature. The teacher must stoop to conquer.

Education is sometimes spoken of as the impressing upon the pupil of the personality of the teacher. With respect to this there are two things to be noted for our present purpose. First, the personality is not to be impressed in a mechanical way as a seal is upon wax. A personality that impresses itself in this way is apt to do harm, because of its very virtues. Remember what John Stuart Mill says about the effects of strong-willed parents on their children. He illustrates from his own case the fact that the exercise of strong will on the part of the parent does not leave room for the proper development of the will of the child. Accordingly, a really strong character produces its best effect when it inspires in the pupil a desire to imitate it—in other words, when the influence, after all, works from within the pupil outwards.

But in the second place we must distinguish between education and mere teaching. In education the character of the teacher is everything: in teaching it is important only in so far as it affects the pupil's attitude towards the matter studied. In other words, the pleasure-pain tone of the work of instruction depends more or less on the teacher's personality, but the process in itself is independent of this personality. Here it would be well to recognize once for all, that the best attitude the teacher can adopt *as a mere teacher* is to efface himself. The less prominent he is in the work, the better. To say this is not to lower the importance of the teacher. The helm is an inconspicuous part of a huge liner, but it is none the less of first-rate importance.

Acting upon material that he knows thoroughly, and following laws with which he is familiar, the teacher can rely upon producing just the effect he desires, in the way that costs least effort. Every word he has to say more than he intended is the indication of a failure to that extent.

The general impression conveyed by all this may be that the teacher is to be a sort of soulless mechanic, producing certain effects upon the pupils. But this does not at all follow. There ought to be a certain emotional glow resulting from the interaction between pupil-mind and teacher-mind. The fact that each of them confines itself to its own work in no way interferes with the satisfaction that results from successful intellectual activity. The relative decrease of activity on the teacher's part represents the saving effected by reducing fumbling to a minimum. There will be no lack of life in a class conducted on these principles. We are too apt to estimate the work done by noting the outward energy of the teacher. In every case the test is not what the teacher has done, but how much the pupil has learned.

The degree in which the teacher misplaces the various points in his lesson may be taken as a sort of *index of fumbling*, or *co-efficient of fumbling*, for that particular teacher.

It must be remembered that method, even when carried down to such details as the form of questions, the order of setting down different parts of a diagram on the blackboard, the selection of the best illustration to suit a particular case, retains its universality, though in matters of detail the application by the teacher appears of chief importance. After all, it is the glory of the teacher that he is an essential mediator between theory and practice. Given the most perfect theories on the one side and the most effective apparatus on the other, there always remains the need of the teacher to breathe into each the breath of life. To listen to some educational administrators one would almost think that if we have only sufficiently fine schools and sufficiently costly apparatus, education will go on of itself. It is not improbably the secret desire of many an official that the teacher could be reduced to a mere cog in the educational wheel. But the ideal teacher will never fall into this position. He claims to be, like the Aristotelian soul, "all in the whole, and all in every part" of school life. Not perhaps aggressively prominent, for his finest influence is in animating all the rest. His own best work is done when it involves the least waste of energy. His progress in his profession may be gauged by the degree in which he reduces his co-efficient of fumbling. When that co-efficient is reduced to its minimum, he has raised his teaching to a fine art.

CONTROVERSY AND DEBATE.—In this age of newspapers and broadcasting, one is apt to look askance at new periodicals, and to wonder whether any useful purpose is served by the multiplicity of journals which we are invited to buy. A corner may perhaps be found for one such journal, *The Controversialist*, 36–38 Southampton Street, London, W.C. 2 (price 1s. monthly), the first issue of which, for February, is before us. It is described as the "battle ground of opposing precepts and philosophies," and quite appropriately the first half of the present issue is given to the statements, by competent exponents, for and against various projects; thus Prohibition is discussed by the president of the World Prohibition Federation and by the secretary of the Anti-Prohibition League, and twenty-one pages are given to political affairs. Notes are given on leading figures in the topics discussed, and also there are reviews of current literature. The journal is evidently well timed in its appearance from the political point of view. It should be useful in working up subjects for debating societies as well as fulfilling its more serious purpose, that of helping people to form clear opinions on topics of the hour.

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The Teaching of Modern Languages, and the School Certificate Examination

By SYDNEY W. WELLS, B.A., Senior Modern Language Master, Bexhill County School

I.—GENERAL CONSIDERATIONS AND FIRST PRINCIPLES

THE vexed question of the examination is continually cropping up, and every now and then somebody loudly declaims against it as mechanical, useless, soul-destroying, and so on. In the desire to throw off the tyranny of the examination the need for a test of some sort is lost sight of, and some there are who even deny the need for examinations at all. How is the business man to choose his employees? The education authorities to choose their staffs? To take people on the word of a headmaster is scarcely satisfactory for obvious reasons. And why should the headmaster be called upon to do that very thing condemned in examinations? In Germany the examination is conducted by the school itself. A syllabus is arranged and sent to the provincial *Schulkollegium* for approval, and the pupils work for that, the staff deciding which boys pass or fail. This plan, working on the assumption that the staff knows best what a boy is capable of, is often advocated in this country. But the staff also knows other aspects of the pupils, and its judgments are apt to be personal and biassed. Other critics, seizing hold of a possible argument provided by the statisticians, announce triumphantly that the examination is set by the universities and arranged to suit university needs, whereas only three per cent of the candidates ever proceed to the university. If these statistics are correct, so much the worse, it seems to me, for our system of education. But should the needs of the university not be those of the community as a whole at the stage when the examination is taken? If they are not, then so much the worse for our universities.

Here we have the whole crux of the matter. The universities are still run by the mandarins of our scholastic system, and are still bound by tradition. Tradition in character-building is immoral: it rests on a false and obnoxious principle. Tradition in the curriculum is nothing short of insanity or an acromegalous condition of the body scholastic. Our examinations, like the rest of our educational system, are in need of greater elasticity: scope must be given to branches of human activity which are not only utilitarian, but treated as they ought to be treated, cultural as well, and which have hitherto been either completely ignored or only touched in passing. It was the useless lumber of the schoolmen which has remained in our educational system which prompted Bernard Shaw to say that "his education was only interrupted by his schooling," and the signs of reform in the State schools caused Osbert Sitwell to observe that the public schools ought to be abolished so as to give the children of the upper classes as good a chance in life as the children of the State schools.

How are we going to achieve this greater elasticity? If we look at the history of German secondary school education, we see the rapid growth of schools that sprang up alongside the *Gymnasium* (called grammar school in England, and Latin school in America), beginning with the first *Realschule*, or technical school, founded in 1747, until in 1882 there were *Gymnasien*, *Realgymnasien*, *Oberrealschulen*, *Progymnasien*, *Realprogymnasien*, *Bürgerschulen*, and *Realschulen*, which have since been sifted out, so that to-day Germany has the *Gymnasium*, the *Realgymnasium*, the *Realschule*, the *Oberrealschule* for boys, the *Lyzeum* and *Oberlyzeum* for girls, and the *Aufbauschule* for boys and girls. Connected with the *Oberlyzeum* there is a school for the upper classes of girls not proceeding to the university where, while their general cultural education is being completed, much greater stress is laid on the three K's (*Kind, Kleid und Küche*): here the potential wives and mothers of Germany are being trained. An excellent idea. No wonder an American woman journalist, writing on the question of which nation provided the best wives, pronounced in favour of Germany! Each type of school is to be found in each big town, and the parent can choose the school he wishes, and transfer him afterwards if desired. The child can go to the Latin school, the science school, to the modern studies school, or to the general education school. Even then in each school some elasticity is found, both in the curriculum and in the optional *Arbeitsgemeinschaften*. To accomplish the many-sided aims of modern education in one school is to make the whole thing unwieldy and too complicated. Where the schools are not large enough to warrant a large staff it is altogether impossible.

That England has not yet fully realized the complexity of modern civilization and the need of meeting the growing demands for specialized training is greatly to be deplored, and a source of dissatisfaction to everybody concerned. Only recently at the annual meeting of the Headmasters' Association, the headmaster of a country school demanded a place in the curriculum to meet the special needs of agricultural areas. The Modern Language Association at its annual conference debated the question as to whether we should enforce French as a pass subject in the school examination. To do so is no less a tyranny than to enforce Latin. The examination is already too tyrannical. A boy who is going on to rear sheep and see to the production of grade A milk, may want to learn French and get on well with it; but on the other hand he may not. French is not essential for him, and is he to be refused the right to enter upon his chosen vocation because the British Association of Sheep Rearers and Milk Merchants requires its candidates to have passed their "Matric."? And unless he gets on well in the subject it cannot be said to contribute in any measure to his culture or liberal education: as Robert Browning very shrewdly said in his preface to his translation of the Agamemnon of Aeschylus: "Learning Greek teaches Greek, and nothing else; certainly not common sense, if that have failed to precede the teaching"! The thing is on a par with the foolishness of a big stores which shows a preference for men with honours degrees in classics! What teacher has not deplored the waste of time, money, energy, and bad language on a dunce who cannot or will not learn French, and whose perfectly reasonable and logical reply, on being scolded, is that the subject is no use to him? To threaten him with the examination is to descend lower than the *argumentum ad baculum* of the pedagogue of the old school.

The question which concerns us more immediately, is how are we best to adapt our methods in teaching modern languages under existing conditions for the school examination? The use of the direct method is far from universal, and the reform of the examination, which is still bilingual, still hangs fire. Part of our training, therefore, must be bilingual. Now that the first excitement of the fanatics has almost died down, grammar, or the mechanism of the language, is almost universally recognized as an important and necessary part of our teaching, although there is still some divergence of opinion as to how it should be taught. Oral training has at any rate gained a great deal of ground and its importance is now taken for granted,* and free

*Over thirty years ago the German *Unterrichtsministerium* decided that there was something radically wrong with a system which turned out a boy who could not ask in English for ham and eggs for his breakfast or for a third class railway ticket, yet could express quite well in writing his views of a *fossil iguanodon*, and the Prussian *Lehrplan* contained this instruction: "Ausbildung der Hör- und Sprechfähigkeit des Schülers ist stets im Auge zu behalten."

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composition has with great difficulty found a place in the sun. That, briefly, is our *Lehrziel*. Most schools extend their French course over five years, and their German or Spanish over three. More actual time is available for oral work in French, but it must not be forgotten that the classes in German and Spanish are usually much smaller and the time devoted to each pupil is in proportion much greater, so that more intensive work can be done. Are we going to achieve our somewhat mixed aims by running each branch of our study of a language side by side, or are we to begin with the mechanism, build up a vocabulary, and then proceed to conversational work and the formation of a written style, or are we going to learn how to talk and write first, and afterwards study the intricate mechanism and add the bilingual embellishment? Wisely, the Board of Education has laid down no hard and fast rule, realizing that "a teacher can scarcely be forced to do good work by a method in which he does not believe" (*Report of the Prime Minister's Committee*, 1918).

In his "Practical Study of Languages," the late Henry Sweet showed the unsoundness of the analogy between the so-called "natural" method and the natural learning of the mother-tongue. We learn our mother-tongue unconsciously, by imitation, a work of infinite patience. "L'apprentissage naturelle est purement empirique, et c'est presque un non-sens de parler de *méthode* naturelle. . . . Combien de temps l'enfant en bas âge ne reste-t-il pas à bégayer un langage informe, intelligible aux seules personnes qui l'entourent? . . . N'est-ce pas une chimère, une utopie dangereuse que de vouloir, à cet égard, identifier le rôle du professeur de langues vivantes avec celui de la mère ou de la nurse qui apprennent à parler à un petit enfant?" (*Schweitzer et Simonnot, Méthodologie des Langues vivantes*). But when we learn a foreign language our speech-organs are under control and our minds are no longer a blank, so to speak: we approach the foreign tongue critically, with our own as a criterion. We know something of the construction and mechanism of language and we cannot wholly blot out the mother-tongue. This does not mean that we must revert to the gerund-grinding linguistic dissection of the classical school. If we turn to that Italian philosopher who has lately come into fashion, Benedetto Croce, we find him scoffing at the arbitrary dissection of the expression of an idea or experience, and calling the pieces parts of speech: "È falso che il nome o il verbo si esprimano in determinate parole, distinguibili realmente da altre. L'espressione è un tutto indivisibile; il nome e il verbo non esistono in essa, ma sono estrazioni foggiate da noi col distruggere la sola realtà linguistica, ch'è la proposizione. La quale ultima è da intendere, non già al modo solito delle grammatiche, ma come organismo espressivo di senso compiuto, che comprende alla pari una semplicissima esclamazione e un vasto poema. Ciò suona paradossale; eppure è verità semplicissima" (*Estetica*, *p.* 159).

Language is not a matter of verbs and nouns, but the expression of an experience or mental reaction to an apperception. To divide the indivisible unit, the expression of a complete thought, and classify the parts and call it grammar is, according to Croce, an error of the schoolmen. And it was this same idea that prompted the natural method and caused the study of grammar to fall into disrepute, so that it was necessary for the French Minister of Public Instruction to write: "Le maître ne se laissera jamais dominer par le souci du vocabulaire. Il se rappellera qu'il doit avant tout faire acquérir à ses élèves le mécanisme de la langue" (*Instructions concernant les programmes de l'enseignement secondaire*. 1908. *Langues vivantes*). Even Benedetto Croce is careful to observe later: "Ben diverso è il caso in cui la Grammatica viene intesa come mera disciplina empirica, cioè come raccolta di schemi utili all 'apprendimento delle lingue, senza pretesa alcuna di filosofica verità" (*Op. cit.*, *p.* 162).

If we are going to form a rational method, therefore, we must reconcile the philosophy of language with child or adolescent psychology: we must teach the learner to express his experiences or ideas directly into the foreign language, proceeding with the greatest care so that his critical faculty understands fully the mechanism of the language as he goes. In endeavouring to pour scorn upon the teaching of grammar in an otherwise admirable work (*Sprogundervisning*) Jespersen fails to reconcile both these facts. He realizes the philosophical unity of language, but fails lamentably to appreciate the psychology of the child or the adolescent. The mind is forming: it seeks analogies, it classifies and generalizes. Besides, how much easier it is to clear up a whole lot of haphazard learning, which would break the spirit of the average pupil, by the analysis of the mechanism of the language. What a difficult and laborious process, Borrow himself confessed, was the learning of the Danish language by means of a Danish Bible. And whether Jespersen likes it or not, if we learn a language in this way we hack out for ourselves the grammar as we go. I should like to know whether Jespersen himself acquired his numerous languages without reference to their form or construction. He quotes Herbert Spencer as ridiculing "that intensely stupid custom, the teaching of grammar to children." But Spencer referred to the mother-tongue: of course English children have no need to learn paradigms about the language they have already acquired.

Jespersen scoffs at paradigms and instances the German prepositions. Surely it is the negation of common sense to refuse to help the learner, to whom the question of prepositions followed by a noun in one of three different cases is foreign and difficult to master, by pointing out that these are followed by the accusative, those by the genitive, a third lot by the dative, and so on. What is the point of refusing to tell a child why he is wrong when he says: "*Ich lege das Buch auf dem Tisch?*" Even an uneducated German says *wegen dem Regen* instead of *wegen des Regens*, or a French peasant might say, *j'ai venu*, no matter how often he heard *je suis venu* from other people's lips. These uneducated people learnt this *empirically*. Does Jespersen argue that it is good and that it expresses perfectly clearly an idea? But unless a language has some set form we are going to live in a Babel. It is such strange views as are found in Chapter VIII of Jespersen's work that have done direct method a great disservice. Fortunately, however, he goes on to show us how to teach the very thing he has condemned! He forgets, too, that *association* is a most potent factor in the assimilation of knowledge. We learn more easily things which are grouped together and allied to each other by their nature or meaning, and economy of time is an all-important consideration for the teacher.

Let me not be mistaken: I do not advocate putting the cart before the horse, after the manner of Ollendorff and Ahn, and other worthies of the past. We must teach our grammar inductively, as I suggest in my *Einführung ins Deutsche* (Harrap, in the press), and although we should explain it in English for the sake of expediency, the exercises should be done entirely in the foreign language. *Hoc age* is an excellent watchword. Let us draw back and analyse the language in English by all means and frame rules for our future guidance; but when actively engaged in assimilating the language let our mental processes run evenly and without hindrance, and not continuously side-tracked and disturbed by the obtrusion of something foreign to it.

The learner will not acquire spontaneity and fluency easily if his mother-tongue is being constantly obtruded into the lesson. His own difficulty in trying to get the mother-tongue out of the way is so great that our very first aim is to get him used to translating his experiences directly into the foreign idiom without the lumbering, faltering business of translating them first into English and then into French or German. *Thinking in a language* is a loose and erroneous expression arising from the ease and spontaneity with which we clothe our ordinary thoughts in words. The time for language work is very limited,

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and the difficulties of the learner are obvious: he has new sounds to learn, not only to pronounce, but to recognize when he hears them spoken. All his available time must be devoted to this two-fold exercise, and breaking into this exercise with something foreign to it means a net loss of more than the actual time wasted in using the mother-tongue. There is a complete break or upheaval in the mental process. How do we feel when we are interrupted in the middle of mentally calculating our bank overdraft? As Gabelentz has it: "Der Geist des Schülers musz eine ganz wunderliche Turnerei treiben, immer hin und herhüpfen zwischen den beiden Sprachen, in keiner Recht zur Ruhe kommen. Das mag eine treffliche Übung sein zu mancherlei anderen Verstandesleistungen, nur gerade für die Spracherlernung ist der Gewinn zweifelhaft" (*Die Sprachwissenschaft*, 1891, p. 73).

Once the student has acquired something of the *Sprachgefühl*, he can go on to do some intensive work on the construction or the grammar of the language, and develop a written style. When this has been achieved he may proceed to the difficult business of translation. We shall then have adequately prepared the candidate for his examination year, which should be used to give the final polish to all sides of his work, including an appreciation of the foreign literature by as much personal reading as possible, and by a bird's eye-view of the history of the literature. In subsequent articles I will deal with these periods in greater detail.

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Qualifying as a Secondary School Mistress in France

By E. C. TWIST

THE teaching profession has always been one of the most popular amongst women in France. Yet, before one succeeds in becoming a member of it, the young student's health may be seriously undermined, so closely must she apply herself to her work. This is particularly true of secondary education.

In order to become a teacher in a *collège* or *lycée*, the French girl may now choose one of two different methods—the old or the new. The examinations of the first are: the entrance examination or *Concours d'entrée à L'École Normale Supérieure de Jeunes Filles de Sèvres* (arts or science); this is followed by the *Certificat d'Aptitude à l'enseignement secondaire des jeunes filles.* Finally, various *agrégations féminines* have to be passed. As these examinations are all competitive, a great many enter for them, and very few are chosen, it follows that the nerve strain must be very great. This series of tests is now, however, being replaced by another, which aims at uniting the teaching of *Sèvres*, and of the *Sorbonne*. According to the official programmes, it is to supersede the old method entirely from 1938 onwards.

Students who choose the new method have to study at the *Sorbonne*, then pass their "licence," *diplôme d'études supérieures*, and finally one of the *agrégations masculines.* From now onwards the teaching of the *École de Sèvres* will gradually become more and more similar to that of the *Sorbonne.* Preparation by the new method is supposed to be more complete, but as the *examen de la licence* is somewhat less stiff than the *concours de Sèvres*, and the *certificat d'aptitude* and entitles the successful candidate to a post as *professeur* in a *lycée*, fewer students will be left stranded, as they were a few years ago, and forced to accept some poorly paid post through failure to pass the requisite examinations.

Salaries paid in France have greatly improved since the War. Before the War, a woman *agrégée* (which corresponds to our M.A. or B.Sc.) began at 3,500 francs a year; a woman *certifiée* was paid only 197 francs a month. To-day, men and women teachers are paid at the same rate. A *certifiée* or *licenciée* begins at 14,000 francs; an *agrégée* at 20,000 francs in the provinces, at 28,000 francs in Paris and can earn up to a maximum of 40,000 francs, plus a little extra for house, children, etc.

The hours of teaching for a French secondary teacher amount to only sixteen a week, reduced to fourteen after so many years' service. She has therefore a fair amount of leisure, and is able to enjoy life, and even, if she is a married woman, as she often is, look after her home, husband, and children as efficiently as one who does nothing else.

"THE DUKE OF DEVONSHIRE PRIZE" ESSAY COMPETITION.—The result of the competition, held last year, for "The Duke of Devonshire Prize" for the best essays on "The History and Development of the Naval Forces of the Empire" is as follows: 1st Prize, twenty guineas, P. S. V. Heenan, of Cheltenham College; 2nd Prize, ten guineas, Cadet V. A. Wight-Boycott, of the Royal Naval College, Dartmouth; and 3rd Prize, five guineas, J. H. F. Comyn, of Eastbourne College. The competition, which is held annually, is open to the boys of the principal public schools throughout the country, and was established in 1909 by the British Empire League in memory of its first president, Spencer Compton, eighth Duke of Devonshire.

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Wireless in School—An Experiment

By T. CURZON, M.Sc., Headmaster, West Leeds High School

THERE are probably few teachers who have not given some consideration to the question " Is school broadcasting worth while ? " Many have answered most decisively in the negative without having tried it under school conditions. Others have made attempts to investigate its value, but have been discouraged by the results obtained. There is evidence, which appears to be increasing in volume and weight, that many schools have met with a considerable measure of success. An account of a practical experiment, which has extended over a period of two years, may be of interest to teachers who are just now contemplating the possibilities of wireless lessons in school. To those whose opposition, even antagonism, is based on a strong prejudice in favour of the teacher in the class-room as against the " lecturer " at the microphone, it may be well to say that the writer has experience of the same sort of opposition changing to an attitude which can at least be described as one of friendly interest. There are " die hards " in the profession as in any other sphere of social activity ; they command respect, for a keen teacher must naturally feel himself supreme over the impersonal loud-speaker. But the keen teacher is one who is always seeking a new avenue of approach, a new method of presentation, a new means of stimulating the interest and therefore the activity of the immature mind of the child. From this point of view, is school broadcasting worth while ? The experiment here described has been carried out in an attempt to answer the question.

CONDITIONS OF SATISFACTORY RECEPTION

In nearly every case within the writer's knowledge, in which the wireless method has been discarded after being tested, the failure has been attributed to unsatisfactory reception, and the difficulties which were met in his own school in this connexion seemed at first insurmountable. The building consists largely of ferro-concrete, all the floors being made of this substance covered with wood blocks. All class-rooms have windows on two sides and in some cases glass partitions in addition. Large areas of glass produce echo, which is fatal to good reception. Trams run outside the school. The combination of glass, iron, and external noise gives rise to conditions which could scarcely be more unfavourable. Many types of receiving set and loud-speaker were tried. Expensive commercial sets, which gave perfect reception in a drawing-room, were found to be quite useless in the class-room, not by reason of any lack of volume, but owing to the peculiar acoustic properties of the school. It was clear that, provided the interference from trams could be eliminated, the problem resolved itself into one of adapting the class-room. The difficulty with the trams was eventually overcome by erecting an aerial in such a position that the school building acted as a screen, the aerial itself being at right-angles to the tramway cables. (Fig. 1.)

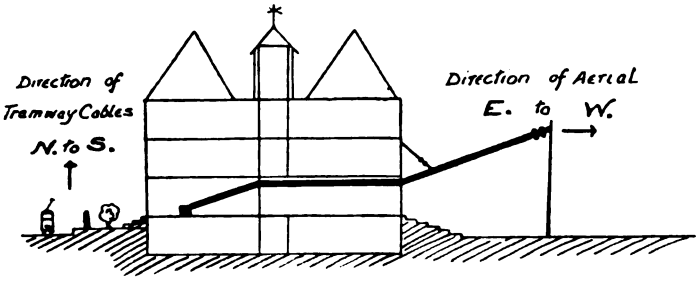

FIG. 1. BUILDING USED AS A SCREEN

Echo in the class-rooms was then dealt with. Draping the walls with curtains (normally used for the school stage) was effective, the best arrangement being a large curtain covering the greater part of the back wall with a narrow one suspended from the ceiling mid-way between the front and the back. (Fig. 2.)

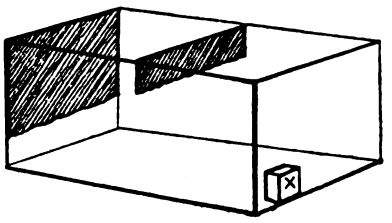

FIG. 2. CURTAINS AS SHADED LOUD-SPEAKER AT X

This curtain was four feet deep and extended across the width of the ceiling from side to side. With this arrangement and a suitable receiving set and loud-speaker it was found that reception was perfectly clear and that the loud-speaker could be heard as distinctly as the human voice without any strain. The outstanding fact revealed by these experiments is that a satisfactory receiving set, however expensive, may not give satisfactory reception in a school unless arrangements are made at the same time to procure satisfactory acoustic conditions. Many failures, of which the writer knows, were due to the fact that such arrangements were not considered.

THE RECEIVING SET

The receiver in use is a four-valve set, consisting of one detector valve, one stage of low-frequency amplification, (transformer coupled) followed by two stages of resistance-capacity coupled L.F. amplification, the last valve being a super-power valve. (Fig. 3). Reaction is obtained in the usual way by moving coils. The set was designed to give purity rather than selectivity. A cone loud-speaker is used.

Any attempt to make use of school broadcasting thus falls naturally into two parts. Good reception having been secured, the next problem is the method of introducing wireless lessons into the school. It cannot be too strongly emphasized that until the first essential condition of good reception has been obtained it is fatal to introduce a single wireless lesson into any class.

The best way to proceed has been found to be the method of experiment. In the early days the staff and boys entered into the investigation. The wireless lessons were presented as a new instrument of education to be employed and fairly tested, in order to discover whether they had any value in the process of education. Frank criticisms have been given from time to time, and suggestions made, which have been helpful. This part of the investigation has been three-fold in its nature.

1. To examine the value of school broadcasting as an instrument of education.

2. To estimate the effect of wireless lessons on boys of different ages with regard to power of concentration, assimilation of knowledge and the broadening of the boys' outlook.

3. To discover how best to use the broadcast lesson.

The tentative conclusions which have been arrived at on these points are summarized below. It is sufficient at the moment to emphasize that all engaged in the experiment undertook the work in a spirit of inquiry, with open minds, discarding natural prejudice as far as was humanly possible. It is also worth recording, that the realization

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that such an investigation was taking place in the school caused other departments of work to be leavened with the same spirit of inquiry, producing a freshness and vigour which reacted beneficially throughout the school. While it would be an exaggeration to say that the school became a laboratory, there is no doubt about the existence of what may be called a research atmosphere. A livening process was gradually diffused throughout the school, and both staff and boys share the benefit.

PROGRAMMES AND ORGANIZATION

An encouraging feature has been the attitude of the British Broadcasting Corporation. Not only was expert advice freely given by the B.B.C. Engineering Staff, but suggestions have always been considered and, indeed, sought by the Education Section of the B.B.C. As an example, outline programmes were sent in advance, by request, before the printed syllabuses were available, so that during the present year the wireless lessons have been incorporated in the school time-table, as an integral part of it, and the necessary organization was completed before the school year opened. This is important, for it prevents interference with an existing time-table, saves time, and avoids the objections to a patch-work organization. We have always been fortunate in being able to work in close co-operation not only with the Director of Education to the B.B.C. but also with the local station.

The varied nature of the programmes transmitted has made it possible to spread the wireless lessons uniformly through the school. Consequently no boy has received more than one wireless lesson per week, and further, it has been possible to examine the effect of this new instrument of education on boys of all ages from nine to nineteen. Difficulties of organization which might be expected to arise have thus been reduced to a minimum, and they present no insuperable obstacle. The apparatus itself gives no trouble. It is situated in the headmaster's room which is wired to all rooms in the school. (This wiring was already in existence as, many years ago, there was a telephone in each room connected to the office. These telephones were removed twenty years ago as they were a nuisance. The wiring remains and now serves a useful purpose. A fortunate circumstance !) The set is connected to the office, where, by moving a switch arm on the original telephone distribution board, it is possible to connect the set to any one of some forty rooms. The accumulators are recharged in the Physics Laboratory with those normally used there. The only procedure necessary when a lesson is about to begin is to switch on, move the switch-arm to the number of the appropriate room and to connect the loud-speaker. Very rarely is tuning or any other adjustment required. A class of thirty boys can hear distinctly and without strain. On the technical side the early fears were not realized, and probably the most unexpected results of the experiment have been the ease with which school broadcasting can be carried on when it has once been established, the even quality of the reception obtained, and the surprising absence of any dislocation of normal school organization.

COST

It is important that something should be said on the question of cost, especially in view of the fact that it has been stated that it is impossible to instal the necessary apparatus for less than £100 per school. It is difficult to imagine how such a figure could be computed or such an amount expended if it were available for the purpose. The four-valve receiver described above, complete with all the necessary equipment including the loud-speaker, cost considerably less than £20. The panel was wired by one of the science masters and the cabinet was made by boys in the woodwork room. There are few, if any, schools where this could not also be done. In fact there are many boys who have sufficient skill and knowledge to make the set. The newest and best types of the component parts were used and the loud-speaker is one which was found to give the best results (for speech rather than music). There is no reason why a similar apparatus should cost more. It is simple in design, easy to work, and economical in use. The cost of maintenance is not more than a shilling or two per week. The only replacements required have been the high-tension batteries, and during the present term this has not been necessary, so that not a penny has been spent this term on the apparatus in any way. This fact should be contrasted with the opinion which has been expressed that it would require the services of a full-time expert (or was it two ?) to keep the apparatus in a number of schools under one authority in working order. The apparatus has been in use every day this term : on only one occasion was

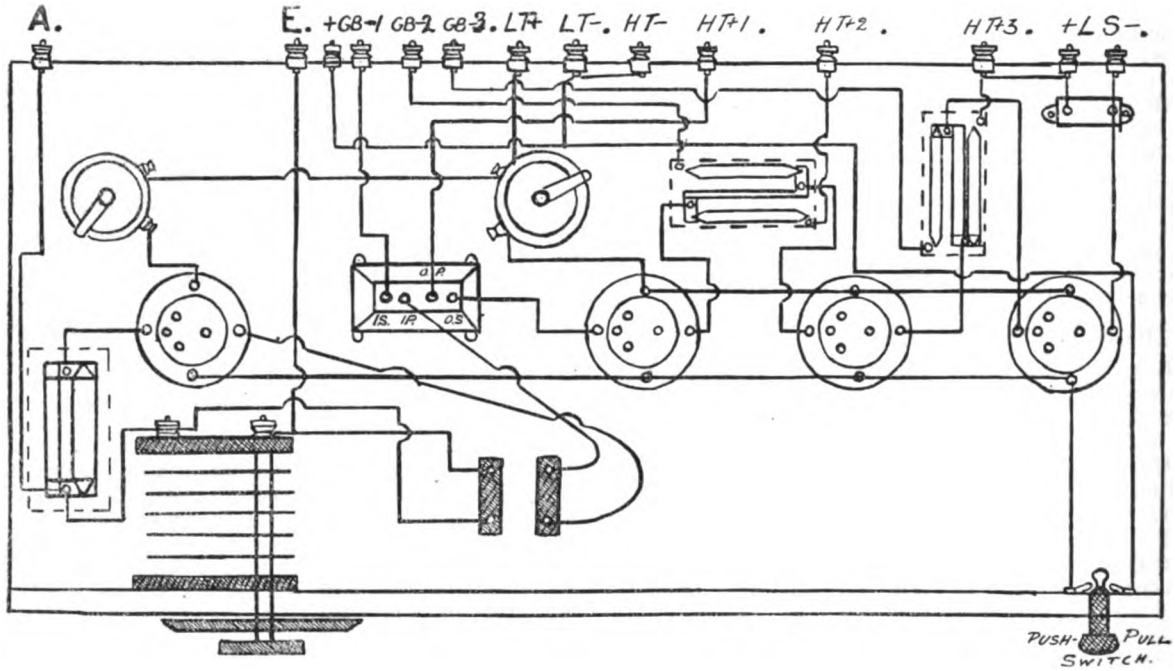

FIG. 3. LAY-OUT AND WIRING

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adjustment on the tuning dial necessary, and it is supposed that on that occasion one of the school cleaners had inadvertently rotated the dial slightly while dusting the cabinet!

RESULTS

The experiment has extended over a period of two years, of which the first six months were spent in obtaining satisfactory reception; that is to say, that during those six months, at such times as were convenient—often at week-ends—the necessary investigations were being made until the best results were obtained. For eighteen months wireless lessons have been taken every day in the week. It is now possible to formulate an answer to the question, "Is school broadcasting worth while?" It should be recognized that the opinions here expressed are based entirely on our own experience. They are independent of anything which is known of the experience of others; they are at variance, for example, with some of the views expressed in the Kent Report. The first object of the experiment was to examine the value of the school broadcasting as an instrument of education. It is difficult to assess the precise value of any method in mathematical terms, though this possibility is being considered. There is, however, fairly general agreement amongst the teachers whose classes have been taught by wireless, on the following points:

1. The interest of the boys was captured at the outset and has been retained. There has been no falling off.

2. New ideas have been introduced.

3. The effect of the lessons has not been transitory. Impressions have been vivid and lasting.

With regard to the second object of the inquiry, viz., to ascertain the effect on boys of different ages, it has become increasingly clear as time has passed that the older the boy the more effective is the wireless lesson. Few boys of ten years of age, and still fewer of nine, are able to retain interest and attention for the full duration of a talk of twenty minutes. Broadcast story-telling has failed to capture the interest of boys of this age, and it seems doubtful whether it is worth while pursuing the inquiry further in this direction. There is no evidence that the lack of concentration is due to anything but the method. It could not be attributed, for example, to any failure of the "lecturers" to present the stories in simple form. It may have been due to the absence of the living personality, dramatic gesture and so on. The wireless teacher, however, is able to hold the attention of boys from eleven upwards, and the broadcast lessons are eagerly anticipated by these boys. Sixth form boys have voluntarily attended in out-of-school time without the supervision of a master, and there is clear evidence that they have derived great benefit and pleasure from the courses they have taken. A man is frequently suddenly called upon to make a speech—it may be an after-dinner speech, or a reply to a vote of thanks. or at a business meeting. It is surely most desirable training for a boy at school to be trained to grasp quickly the chief points of a speech, and then to express them in fluent English. This is exactly what we do with the sixth form. All of them take notes during the talks (alas, that some speakers will speak so quickly) and then they write—from their notes alone—what they have gathered from the talks. It is surprising what excellent essays are produced. The boys are just as keenly interested in this as are their teachers. It has been a revelation to us to see how quickly a boy's judgment and ability to seize the more important points of a talk have been developed by this method.

On the third object of the investigation—to discover how best to use the broadcast lesson—the general principles which have been established may be stated as follows. Co-operation between the class teacher and the speaker is necessary. A preliminary talk is advisable and each lesson should be discussed afterwards in order to emphasize its most important features and to follow it up with some form of exercise, preferably a written one. But each teacher must work out his own way of dealing with the problem. He is confronted with an entirely new problem in the technique of his profession, and it has proved to be one of great interest to the keen teacher. One fact is outstanding—that the pamphlets which are issued by the B.B.C. are an indispensable part of the method. To allow a class merely to listen to a talk or series of talks is useless. The real value lies in treating each series as a course, not as a number of unrelated talks. The pamphlets help to make this apparent and they are of value in helping the teacher to prepare the way for each succeeding lesson. One is prepared to go so far as to say that without the pamphlets, school broadcasting would have so little value as to make it definitely not worth while in any school.

Apart from these general conclusions, the following special reports on the work of the present term may be of interest. Sixth form boys say that the subjects were suitable and well worth attending. (These were attended during out-of-school time and in face of the examination bogey.) The Senior French Master states that the form which took wireless lessons for a year has acquired a more extensive vocabulary and a greater facility of expression than a corresponding form which has not enjoyed the privilege. The Geography Master says that the lessons were of great interest and appeared to be enjoyed thoroughly. With regard to nature study, the report is that the talks have been enjoyed by every boy in the form. The subjects have appealed to them and, as a result, the boys have made preparations and collections of seeds, twigs, spiders, and flowers; many pictures have been brought to illustrate the lectures. The course on "Speech and Language" is maintaining the interest of the class. The novelty of the thing has not worn off and the class is learning a good deal about speech and language.

Is school broadcasting, then, worth while? The result of the experience of eighteen months is that it was a wise step to take in the first place; that the experiment has justified itself; that it is certainly worth while to continue. This is the unanimous opinion of all those who have been engaged in the experiment. It is not suggested that school broadcasting has reached a state of perfection. It is regarded as having definite possibilities now and in the future. Our experience is that it is destined to play a very important part in developing a broad cultural outlook in the schools. It is not expensive to instal or maintain, and given proper organization, it does not interfere unduly with the organization of the ordinary work of the school.

School broadcasting is a new thing. During the last three years real progress has been made and its possibilities in the future can only be imagined. But the loud-speaker will never supplant the teacher. It can supplement and assist the teacher's work. School life is much more than a series of talks or lessons, but the inclusion of talks by wireless transmission from expert speakers who are used to exposition to children on subjects adapted to the needs of the schools, will make the school life richer and fuller.

EXHIBITION OF SCHOOL SYSTEMS AT GENEVA.—The International Bureau of Education in Geneva is collaborating with the World Federation of Education Associations in the organization of the 1929 conference of the latter body in Geneva, July 25—August 4. This will be a truly international gathering of educators, and great efforts are being made to have as large a representation as possible from all over the world. In connexion with the conference, and to supplement its regular work, a large exposition is being prepared, which will be held for one month in Geneva's great Palais des Expositions. Here will be gathered educational material from all parts of the world, books, pictures, maps, graphs, films, &c., to present a picture of each country's school system in a way never before visualized. The material in use for teaching international goodwill will be especially stressed, and all the latest methods and devices will be taken advantage of to make the Exposition as vivid and interesting as possible.

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Personal Paragraphs

WE deeply regret to announce the death, on February 13, of Prof. Foster Watson, D.Lit., the distinguished historian of education. Born in Lincoln, in 1860, Watson passed from the local Grammar School to Owen's College, graduating M.A. of London University in 1881. His first important teaching experience was in the Middle Schools, Cowper Street, E.C., where he held the responsible post of second master for six years. But his early days in London were devoted to more than the routine of school work. He examined for several examining bodies, he was a constant contributor to educational journals, and a constant lecturer. Especially did he begin that striking career of educational research (into the history of education and scholarship in England) which lasted his life through, and is one of the conspicuous personal achievements in the annals of English education. At this time also he joined the small band of ardent pioneers (chiefly his seniors) who did so much to establish the Teachers' Guild, and to raise education to the dignity of a profession. Happy as Watson was in his work with boys, his duties as Professor of Education at Aberystwyth were even more to his taste. Appointed in 1894, he faithfully served both students and College for twenty years, though without ever neglecting his cherished field of research. His pen, indeed, was never idle. He wrote many articles for the "Dictionary of National Biography," a chapter for the "Cambridge History of English Literature," a bibliography of early English education for the United States Commissioner of Education, and innumerable historical items for encyclopaedias of education, English, French, and American. In these years too he published, among other books, his first studies of the great Spanish humanist, Juan Luis Vives, with whose name his own was destined to become so closely associated. In 1914 he resigned his professorship, but continued to deliver periodical courses of lectures as Professor Emeritus. Soon after leaving Aberystwyth he married a former colleague (whom he lost after a few years of happiness) and settled in Kent, within easy reach of London, and its wealth of books. He still wrote and published, lectured and examined—almost unceasingly. And he became successively Professor of Rhetoric in Gresham College, a Vice-President of the Royal Society of Literature, and Corresponding Member of several learned societies in Spain and America. Among his treasured recent experiences were the unveiling by the Spanish Ambassador of the memorial-tablet to Vives, which he had himself presented to the library of Corpus Christi College, Oxford; and, after his second marriage, his two visits with Mrs. Watson to Spain, where, especially in Vives' own Valencia, they were enthusiastically welcomed by the authorities, both academic and municipal.

"Life," says Meredith, "is a little holding, lent to do a mighty labour." In that holding few men can have laboured more tenaciously, more disinterestedly, or more bravely than Foster Watson. And few have reaped a richer spiritual harvest. By his death his many friends have lost a great companion.

* * *

WITH the passing of Miss Beatrice Anna Ward, Lady Warden of St. Michael's, Bognor, we have lost yet one more of those noble women who have done so much to inspire the youth of this country with high ideals of character and service. She was born at Oxford, being the fourth daughter of the Rev. George Sturton Ward, Fellow of Hertford College; and educated at the Oxford High School and the Ladies' College, Cheltenham, whence she took her London B.Sc. Degree. Miss Ward taught for some years under Miss Agnes Body, at the Lincoln High School. Later, she went to New Zealand to start the Diocesan High School for Girls, at Auckland, and came home again to England in the early days of the War. During the War she worked on the Wheat Commission in Whitehall, and afterwards in Paris. In September, 1919, she was appointed Lady Warden of St. Michael's, which post she held until her death. It is impossible to give a true record of her beautiful life and the charm of her personality. All who have come under the sphere of her influence, owe her love and gratitude for the hopes she inspired—the loyalty she kindled. She gave herself unsparingly and ungrudgingly to her school, and to the end was engaged in new schemes for the wider development of its work.

* * *

THE directors of the Girls' School Co., Ltd., Glasgow, announce that Miss Renton will retire from the post of Headmistress of St. Bride's School, Helensburgh, at the close of the school year in June. When the school was opened in 1895 Miss Renton, who was then a highly qualified teacher on the staff of the Park School, Glasgow, was appointed to organize the new school, of which she has since remained Headmistress. On her retirement Miss Renton will be succeeded by Miss Mary G. Bell, who is at present Headmistress of St. Margaret's School for Girls, Aberdeen. Miss Bell is a graduate of Girton College, Cambridge, and she has had a distinguished scholastic career, first as an assistant mistress in Withington Girls' School, Manchester, and afterwards as second mistress in St. George's School, Edinburgh. She went to Aberdeen in 1923.

* * *

DR. R. D. CHALKE, who has just retired from the post of Headmaster of the Porth Secondary School, Rhondda, after a teaching career of about forty-nine years, has been responsible for the preliminary academic training of over two thousand teachers. Educated at Cheltenham Training College, he was appointed head of a higher grade school at a very early age, and then head of a pupil-teachers' centre which, later, became a secondary school. Amongst his old pupils are numbered two members of Parliament, two directors of education, a training college principal, several inspectors of schools, and a distinguished expert in abnormal psychology. In his early days Dr. Chalke played for some of the best rugby teams in Wales. He will be the Liberal candidate for one of the two Rhondda divisions at the next general election.

* * *

MR. HUGH B. GUTHRIE, the Renfrewshire Headmaster, who has been elected unanimously to the presidency of the Educational Institute of Scotland, has been an outstanding personality in the Institute for many years. His energies have been shared between work for the Institute and labour propaganda, and in both spheres he has earned universal esteem. He was one of the founders of the Scottish Socialist Teachers' Association, and stood as Labour candidate at the by-election for the Scottish Universities, when Mr. John Buchan was elected. In his speaking, he has a sincere, vigorous, rough eloquence, reminiscent at times of the street corner, with facts, figures, and passion judiciously blended. He will make a popular president.

* * *

MR. H. CRADOCK-WATSON, Headmaster of Merchant Taylors' School, Crosby, has tendered his resignation, to take effect at the end of the summer term. Mr. Cradock-Watson received his early education at the Merchant Taylors' School, London. He became a classical scholar of St. John's College, Oxford, and graduated with Second Class Lit. Hons. in 1887. He was a house master at Tonbridge School at the time of his appointment to Crosby in 1903. He will, on his retirement, have completed twenty-six years as Headmaster. During this time the school has grown from under 300 to over 500 boys. Mr. Cradock-Watson is a member of the H.M.C., the I.A.H.M., and was formerly treasurer of the I.A.A.M.

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The Country Teacher and His Training*

YEARS ago a school inspector spoke of his country schools as not only small, but sometimes bad. A very green girl, said he, fresh from the training college, would take a school, and at the end of the year get a poor report. In her second year she would get a report good enough to earn her certificate. Then she would take another school, or a husband, and the education of the village would relapse. "I wonder," added the whimsical official, "what girl of twenty to thirty would willingly stay for more than two years in a country village from five to ten miles distant from a railway station, with no shop windows to look at, and no eligible young men to look at her." If the inspector had probed deeper he might have found other causes at work, such as downright loneliness. And if the inspector had been a woman—there were no women inspectors then—he might have probed deeper still, and might have found that the school lacked the means of training children in the decencies of civilized life. "Miss 1929," who has probably been accustomed to the amenities of a good secondary school, will not tolerate what her mother and her grandmother took as a matter of course. And thereby hangs a large part of the tale of discontent.

In some respects time has brought great changes. The motor omnibus, the modest two-seater, the "wireless," the village institute, and, last but not least, Burnham scales, have combined to improve the lot of the village teacher, so that it sometimes rivals the lot of the village preacher. But for lack of appropriate training, and by reason of bad traditions from the old code-bound system, the country teacher's efficiency has not kept pace with his prosperity. Hence the Departmental Committee appointed by the President ten years ago, to inquire into the training of persons who feel a call to the now really attractive career of country teacher.

Another important part of the terms of reference relates to the opportunities of country boys and girls. No one who knew the pupil-teacher system will deny that some of the very best human material that entered the teaching profession came from the villages. That source of supply has been largely dried up since the secondary schools took over the education of intending teachers. The Committee would meet this difficulty by providing for the rural pupil-teacher, whose continued existence is assumed, an examination which shall be equal to a First School Examination, but different. In particular, a second language is not to be compulsory. So long as no easy avenue to the teaching profession is created, this seems the best arrangement that can be made, until really adequate opportunities can be provided for village boys and girls.

There was a time, and not a remote time, when the country teacher was reckoned the small beer of his profession, and when he had to complain of neglect, even by his own professional union. Because of the changes we have noted, that time has gone by. The revival of rural England is still proceeding, and the opportunities of the country teacher are plain to be seen. The report points out how the training colleges may help, and what other means should be taken to equip the country teacher for his special task. The term "rural education" is at once misleading and revealing. It is revealing because it tacitly avows that we have been trying to educate all children on, so to speak, urban lines. It is misleading because there is really no such thing as a rural or an urban education. There is only one education; but that education is not worth the name unless it arises out of, and continually comes back to, the child's physical and social environment, whatever that may be.

We give below the main conclusions and recommendations arrived at by the Committee. We omit the requirements of the new examination, because they have been public property since July, 1927.

There exists some inequality in the opportunities which are offered to town and country children of preparing for their future vocations. Considerable numbers of suitable boys and girls (more especially of girls) will have no chance of becoming teachers if entry to the profession is confined to those who pass into secondary schools at or about 11 years of age. In the interests of country children and of country schools some opportunity should be offered at a later age than eleven to pupils who wish to become teachers.

Rural pupil teachers have become severely handicapped in the competition for places in training colleges.

The conditions for the instruction of rural pupil teachers should make it possible for them to pursue a course of study terminating in an examination which will be comparable in value to any other examination qualifying for admission to a training college.

As reorganization proceeds country schools will tend to fall into three groups, (*a*) Junior Schools, (*b*) Senior Schools of two types—selective and non-selective—and (*c*) complete schools with Senior Divisions.

Country schools are not necessarily small schools and promotion to larger schools is not precluded.

Suitable schemes of training are possible within the ordinary course in the Two-Year Training College.

Teaching in country schools is not on a lower plane than other forms of teaching and requires carefully thought-out schemes of training.

Some degree of specialization in training is needed. The special needs of rural schools receive insufficient direct attention. The coming reorganization of schools makes inquiry into this necessary and urgent.

The reorganization of schools under the Hadow report will alter the conditions of rural school teaching. Junior schools and their needs present a new problem in training; rural senior schools will require a specially qualified staff.

Training College Authorities should reconsider the existing systems of training in the light of forthcoming demands.

In any modification of courses the general subjects should retain their traditional place and importance.

The content of courses in general subjects should refer more directly to rural school teaching.

Biological science should be given a more important place among general subjects.

Some definite study of rural economics is suggested.

Practical acquaintance with rural school work is essential. Difficulties of transport and supervision need not prevent this.

Differentiation in the work of training colleges will be needed to meet the requirements of different kinds of schools.

The teachers in junior schools should be trained to deal with the whole curriculum.

For rural senior schools the general practitioner with some specialist qualification is likely to be most useful.

The specialist qualification should be in the direction of practical or rural subjects.

The Two-Year Training Colleges will continue to supply the bulk of the teachers for rural schools. Some colleges may eventually choose this work as their special function.

The normal course of training should be followed, *preferably after a period of teaching*, by supplementary courses of study, repeated, if need be, at intervals.

Some of the courses should have a direct vocational outlook. These might be conducted by Universities with Agricultural or Horticultural Departments or by independent colleges with corresponding equipment.

(*Continued on page* 166)

* Report of the Departmental Committee on the Training of Rural Teachers. London, H.M.S.O., 2s. net.

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Courses in literary, artistic, scientific, and practical subjects should be provided.

Junior school teachers should be encouraged to take appropriate Third-Year Courses.

Shorter courses extending over one or two terms might be organized at the Institutions offering Third-Year Courses, or at similar institutions.

For the supply of qualified teachers for country schools under the new re-organization a generous provision of Third-Year courses is needed.

Short or "refresher" courses are of great value to country teachers and should be developed and extended.

So long as uncertificated teachers continue to be recognized, Local Education Authorities employing them should take steps to ensure that they become proficient.

Greater prominence should be given in the Two-Year Training College course to various forms of craft instruction.

The standard of attainment in housecraft and handicraft, to which we have become accustomed in the past, together with competence to teach general subjects, could not be obtained in a training college course of less than three years.

It should be possible for a student to qualify for teaching domestic subjects and for recognition as a certificated teacher by taking:

A two-year course in a Domestic Subjects College, followed by a one-year course in an ordinary Training College.

Prize Competitions

The winner of the February Competition is "Copt," *proxime accessit*, "Hippeus."

The winner of the January Competition was Mr. R. Galloway, 26 Osborne Road, Birkenhead.

The winner of the November Competition was Mr. H. Swinburn Ward, 29 Dalebury Road, London, S.W. 17.

We classify the fifty-four versions received as follows:

Class I.—Copt, Hippeus, Fidelis, Als ob, Fulguor Honoris, M. R., Tula, Mesquin II, Agricola, Borderer, Hibernia, 383, Elfrida, Leo, Onus, Cadwal, A. A. A., Blackheath, Gael, Jane, Mesquin I, Dane, M. C. G. I., Bodley, Remembrance, L. G., Bramble, J. E. M., Yendu, Emil Jay, M. C. G. II, Alfenus, N. E. T., Crosby, Nemo.

Class II.—N. C. S., J. Ewing, A. Knowles-Merritt, Atossa, Cormac, August, L. E. C. M., Darby, Unsigned version*, Fadette, Gwynneth, A. S. R., Essayons, Tannhäuser.

Class III.—Chartered, L. R., Novice, V. Ll. G., Nathan.

*The unsigned version begins:

With hurried blows he nails, knock, knock,
The dead man's carpenter, knock, knock.

NOCTURNE

Toc, toc, toc toc,—il cloue à coups pressés,
Toc toc,—le menuisier des trépassés.
"Bon menuisier, bon menuisier,
Dans le sapin, dans le noyer,
Taille un cercueil très grand, très lourd,
Pour que j'y couche mon amour."
Toc toc, toc toc,—il cloue à coups pressés,
Toc toc,—le menuisier des trépassés.
"Qu'il soit tendu de satin blanc
Comme ses dents, comme ses dents;
Et mets aussi des rubans bleus
Comme ses yeux, comme ses yeux."
Toc toc, toc toc,—il cloue à coups pressés,
Toc toc,—le menuisier des trépassés.
"Là-bas, là-bas, près du ruisseau,
Sous les ormeaux, sous les ormeaux,
A l'heure où chante le coucou,
Un autre l'a baisée au cou."
Toc, toc, toc toc,—il cloue à coups pressés,
Toc toc,—le menuisier des tréspassés.
"Bon menuisier, bon menuisier,
Dans le sapin, dans le noyer,
Taille un cercueil très grand, très lourd,
Pour que j'y couche mon amour."

POEM BY JEAN MORÉAS (FLEURS DE FRANCE)
TRANSLATED BY 'COPT'

Tack tack, tack tack,—the hammer swiftly sped,
Tack tack,—he nails, the joiner of the dead.
"Good Joiner mine, good Joiner mine,
Carve the walnut and plane the pine
To make a coffin strong and deep,
Where I may lay my love to sleep."
Tack tack, tack tack,—the hammer swiftly sped,
Tack tack,—nails he, the joiner of the dead.
"Line satin white around, beneath,
White as her teeth, white as her teeth;
And ribbons blue, put there likewise,
Blue as her eyes, blue as her eyes."
Tack tack, tack tack,—the hammer swiftly sped,
Tack tack,—nails he, the joiner of the dead.
"Yonder, yonder, hard by the brook,
In elmy nook, in elmy nook,
What time is heard the cuckoo's note,
Another kissed her on the throat."
Tack tack, tack tack,—the hammer swiftly sped,
Tack tack,—nails he, the joiner of the dead.
"Good Joiner mine, good Joiner mine,
Carve the walnut and plane the pine
To make a coffin strong and deep,
Where I may lay my love to sleep."

Several readers have pointed out that the poem by Jean Moréas was set in December, 1917, and we have even received a letter to that effect from Mr. Allen H. Powles, the former prize-winner. We are sorry we made such a repetition; at that time we had not the honour of editing this feature, in fact we were in the Aisne Sector, emptied of every hope or desire save for one whole night's sleep. Could we have foreseen that we were ever to conduct so friendly a contest, we would have been encouraged indeed.

Our idea in choosing this very simple little plaint was to interest a large number of hesitating readers, nor were we disappointed, and the entries are of so high a standard that we barely need a Class III; the few competitors therein did not sink into it because they were very bad, but rather because the rest were so very good. As there are too many entries at the top for detailed criticism, we will begin at the uncrowded bottom and explain first that a loss of only six marks landed a version in Class III, so nobody need feel discouraged.

"Chartered" lost position by a certain banality in versification—one verse will illustrate this:

Lay it out in whitest satin,
White as teeth of pearly hue;
Garnish it with ribbons lovely,
Ribbons like her eyes of blue.

There were also such points as *shrouder* for *menuisier*, and *my love so dear to me* which leaves it doubtful whether *love* was really abstract, and the loss of metre in *Good workman, oh good workman.*

"L. R." took a wrong view of the whole poem, and became a *woman* lamenting the loss of her lover:

Spread white satin above, beneath,
White like his teeth, white like his teeth;
With ribbons blue deck it likewise,
Blue as his eyes, blue as his eyes.

And

At the hour when the cuckoo sounds his note,
The lips of another have kissed his throat.

(*Continued on page* 168)

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The words *Un autre l'a baisée au cou*, establish the sex beyond all doubt. We cannot help regretting " L. R.'s " cardinal error in an otherwise praiseworthy version, and we commend him and " Onus " and " V. Ll. G." for remembering the *undertaker*.

But " V. Ll. G." and " Novice " should really have attempted rhymed verse. Free verse and prose only stand a chance if the original is free or prose. Still their translations were absolutely correct as far as sense goes.

" Nathan "—but no; we will leave him to his own conscience!

A few competitors, amongst them some of our best, failed to perceive the abstract nature of the singer's loss, and thought the coffin was required for the faithless lady herself; these competitors were " Blackheath," " Dane," " M. C. G." (I and II), " Mesquin," " Nemo," " Darby," " Fadette," " Gwynneth." If the lady had been meant, the stipulation that the coffin must be *très grand, très lourd* would not be very flattering, whereas it delicately conveys an impression of the greatness of the love betrayed. Two writers who recognized the meaning were less subtle than determined, thus:

Hew out a coffin deep and vast,
Where I may lay a love that's past. (" Fulguor Honoris.")

Shape me a coffin heavy and wide,
So that my passion there may hide. (" Alfenus.")

We commend the following translators for preserving, in various skilful ways, the cuckoo notes of *Là-bas, Là-bas*, " Copt," " Hippeus," " Fulguor Honoris," " Agricola," " Borderer," " Hibernia," " Als ob," " Gael," " Onus," " Jane," " A. A. A.," " Bodley," " Bramble," " Emil Jay," " Atossa," " Nemo."

We wish there were space to quote many an interesting version, especially " Bramble's," which begins:

Tock tick tick, hurriedly nails he hurriedly—
Tock tick, death's beetle carpenter, horridly.
Carpenter, good man good,
Walnut or pine, any wood
Take me and make me a coffin of weight
Bed for my love that has troubled my fate!

We thank " Dane " for his letter but think he would alter his opinion about *notre maître* if he were to read more Jewish books. This form of address in " Moïse " he thinks merely French. Now let him read some other work, " Jew Süss," by Feuchtwanger, for instance, either in English or in the original German.

Other kind letters received were from " Superannuated," H. Swinburn Ward, " Petit Pierre," and " Hippeus," who sends stamps in lieu of coupon and quotes an interesting note on the hornbeam as used in Morris's " Shameful Death " (" Hippeus " used *hornbeam* for *elm*, with good effect.)

" Those who know the hornbeam marvel at Morris's instinct in choosing that tree, for the lines of its trunk and branches have an eerie resemblance to those of human limbs." (" Poetic Values," by E. J. Greening Lambton.)

We also had a pleasant note from " 383," and a complaint from " Leo " about our choice of a poem in these " gruesome, flusome days."

A Prize of Two Guineas is offered for the best translation into English verse of the following extract from " Das Stunden-Buch," by Rainer Maria Rilke (Insel Verlag, Leipzig).

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und jedes Steigens lichtzitterndes Spiel.
Es leben so viele und wollen nichts
und sind durch ihres glatten Gerichts
glatte Gefühle gefürstet.
Aber du freust dich jedes Gesichts,
das dient und dürstet.
Du freust dich aller, die dich gebrauchen
wie ein Gerät.
Noch bist du nicht kalt, und es ist nicht zu spät,
in deine werdenden Tiefen zu tauchen,
wo sich das Leben ruhig verrät.

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Prize Essay Competition

ENGLISH COMPOSITION

The Editors hereby offer three prizes—a first, a second, and a third, in books to be chosen by the successful competitors to the value of £1 1s., 12s. 6d., and 7s. 6d., catalogue price respectively—for the best essays written in English by boys or girls attending any secondary school in Great Britain or Ireland. Not more than three essays should be sent in from any one school, the selection at this stage being made by the form-masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. Fine writing should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

Essays for this competition are due on March 11. On the outside cover of the essay should be written:

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2. The name and address of the Candidate's school;
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De-Rating and Education

THE Local Government, or as it is generally called, the De-rating Bill, which has now passed its Third Reading in the Commons, is a far-reaching measure of the first importance. Its main object is to lighten the burden of local rates so far as agriculture and industry are concerned. This relief should encourage farmers and manufacturers by greatly diminishing what has hitherto been a serious handicap in these callings, namely, overhead charges due to local rates.

If this change had been proposed without new Parliamentary Grants, it would have aroused uncompromising opposition throughout the country from ratepayers and local bodies alike. As things are, the exact contrary has been the case. The Exchequer Grants, to be made to balance the local remissions contemplated, are so liberal, and the concessions made to individual claims advanced by the various bodies have been so conciliatory, that general satisfaction has been expressed concerning the Bill by local authorities from Lancashire to Somerset, and in particular by the greatest of them all, the County Council of London. This feeling of satisfaction has indeed been so definite and widespread that the debates on the Bill have been somewhat unreal. They have, however, served the useful purpose of elucidating a great measure which by its very magnitude was at first sight not a little forbidding.

The consideration which has determined this general approval has, broadly speaking, been the degree to which local finance is to be aided by central grants. Though large remissions in rates have to be made, the loss of local receipts thus occasioned will be more than made up by these grants. In the result, throughout the country agriculture and industry will benefit, and in no case through this measure, will local rates increase.

To illustrate the last point, figures relating to the Administrative County of Surrey, a fairly typical area, may be given. In this case, the actual population is 781,000, but for grant purposes it is counted as 1,450,000,

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an increase of 85 per cent—the addition being calculated on certain principles relating to children under 5, low density of population, &c. The loss of rates and grants for the area amounts to 112d. per head on the actual population, that is, £366,000. The new grants for the standard year (1928-9) is estimated at 142d. per head, that is, £464,000. The county therefore receives each year during the first quinquennium 142d. per head, a gain of 30d. per head, or £98,000 above its loss on rates and grants. It is unnecessary to continue these figures further, but it may be added that the Exchequer grants increase for seventeen years, reaching finally for Surrey a grant of 209d. per head.

As regards one subject, however, which is not directly touched by the Bill, some misgiving was voiced at the Committee stage. It was pointed out that, though the Bill does not include education—or police for that matter—within its purview, yet indirectly education, so far as expenditure on it is concerned, may be adversely affected by the form of rate-demand which is at present in use. Thus: the Exchequer contribution made in order to set-off the rating remissions is payable to each of the authorities in the form of a single undifferentiated block-grant. This is reasonable, for the declared object of the Bill is to indemnify authorities for the lower return from rates due which is to the exemptions it decrees. By means of this grant the authorities are able to keep the general rate well below its former level; but inasmuch as no special grant is made for educational purposes and since the produce of a penny rate has been diminished by reason of the aforesaid exemptions, the education rate—and similarly the police rate—must necessarily be increased if the same sum as (say) last year, is, in succeeding years, to be raised.

In consequence, to the ordinary ratepayer who consults the analysis of rates printed at the back of his Demand Note it will appear that, though the total demand on him under the new conditions is somewhat less than the demand made in the previous year, the items have changed in opposite directions, the general rate having gone down and the education and police rates having gone up—a very perturbing financial condition of affairs and one liable to increase the opposition—always latent—to educational expenditure, and to reinforce the innate dislike felt to all rates. A former Minister of Education once pithily said about the ordinary citizen that he paid his taxes in sorrow, but his rates in anger.

There is, however, a way out of the difficulty, and the purpose of this article is to indicate it—a method which in lesser cases has proved effective. The path of enlightenment may be found, it is suggested, by somewhat varying the form of rate-analysis given, as already noted, on the Demand Note. This analysis could be revised so as to give, first—as at present—the rates under their separate heads of General, Education, Police, &c. Next, instead of giving only one column of rates as now, to give in parallel columns the rates for the past and for the current year, adding *in italics* to the latter the rate-easement as calculated to the nearest farthing in the pound. Lastly, it should give the grand totals for each of the two years, adding in the easement due to the Exchequer grant. It is these contrasted totals which convince the lay mind.

Indeed, for complete assurance, nothing is equal to the comparative method. Teachers know this, and their experience, if embodied in the form suggested, might help to elucidate to the puzzled ratepayer a financial demand which properly set out should be reassuring to him, and not harmful to the interests of education.

Occasional Notes

Statutes for London University:

THE new Statutes for London University are a stage nearer to final approval, having survived two petitions to His Majesty in Council. A Lenten period must now be passed by the draft Statutes on the table of Parliament before final approval by His Majesty in Council. The first petition raised two questions relating to the powers of Convocation, first, the loss of the power originally granted in 1858 when Convocation was created, to appoint its own clerk, and, secondly, a restriction of its power in relation to the approval of new Statutes. The same petition also claimed that the Royal College of Science, London, was wrongfully excluded from the list of "Schools of the University" appended to the Statutes. The petition was submitted by Mr. T. Ll. Humberstone, a Member of Convocation, and was supported in person. The Vice-Chancellor (Sir Gregory Foster) replied for the University. All the Statutes petitioned against in this petition were allowed.

Appointed Areas.

THE second petition, submitted by the Home Counties, acting through the Surrey County Council, raised the question of the appointed area of the University. Under the new Statutes, new "schools" can only be recognized in the London county area, save in special circumstances relating to the character of the studies. But the University also exercises, under the present Statutes, a vague jurisdiction over an area of thirty miles from the central office through the recognition of teachers, and this area is abolished by the new Statutes. We have frequently expressed the view that the question of areas for higher education on a national basis will have to be faced. It is a question primarily for the President of the Board of Education, and we hope he was edified by the statements to which he listened. London University may wake up one morning to find a new university established at Croydon—stranger things have happened! The Vice-Chancellor argued that adjustments could be made if and when necessary, and this argument apparently satisfied their Lordships, who allowed the Statute.

Medical Co-education.

THE Report of the Committee of the Senate of the University of London on the medical education of women undergraduates has received wide publicity. It withholds any statement of the reasons why certain medical schools decided to exclude women students. All the London medical schools, with one exception, are now unisexual. We are prepared to accept the Committee's judgment that medical co-education is not open to objection, but that is not the question at issue. Given the possibility of choice, is co-education for medical students to be preferred to separate education? "The pre-possession of the University is in favour of such co-education" (in medicine), the Committee says. The evidence, however, seems to point the other way if the views of the medical schools have any bearing on the question. There are important questions of control—staffing and specialization which the Committee appears not to have envisaged.

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MR. CYRIL NORWOOD, headmaster of Harrow, in addressing the Middlesex County Head Teachers' Association, made some rather pungent remarks on the mechanization of education which has taken place since the passing of the Act of 1902. There was, he said, a danger of mass production, and an external standard of efficiency with the introduction of tests of that which could be measured quantitatively. He believed that the secondary school should be independent and possessed of individuality, and pleaded that the head teacher should be free to choose and dismiss his teachers, draw up his own time-table, select his own books, and determine his own methods. He compared the individual school with the work of the portrait painter, and the mass production school with that of the photographer. While paying a tribute to the Board of Education in that it had abolished the system of payment by results, he was of opinion that considerable danger to education came from local authorities and their permanent officials, and pointed out that there was a reluctance on the part of permanent officials to allow head teachers to approach their chairman of committees except through these officials. Finally, he referred to the examination danger. Examinations were perilous when they became a means to an end, and when that which was a test became a standard. The present system of examination was in danger of becoming a vast mechanization to get people through a system of examination.

Mechanized Education.

WE find ourselves in general agreement with these opinions, but on one point we think that Dr. Norwood's reported views are open to question. He says that the head teacher should be free to choose and dismiss "his" teachers, and this use of the personal pronoun, if it is intentional, is bound to arouse criticism in the ranks of assistant teachers. Of late years the autocratic position of the headmaster has tended to become increasingly untenable, and in progressive schools he is now regarded rather as *primus inter pares* than as a distant and godlike being whose edicts are accepted without question. Nor is it any longer possible to accept the view that the headmaster alone should appoint and dismiss members of his staff. The evils resulting from that system are too well known to need recapitulation. It therefore seems necessary to observe that in claiming liberty for headmasters, Dr. Norwood should be careful not to infringe the liberty of his colleagues. As regards local authorities, while they naturally have a duty to the public whom they serve, they ought to be careful to do nothing to stifle individual initiative and experiment. Anything in the nature of regimentation, whether in primary or in secondary education, is inadvisable, because it is apt to kill the spirit which should inspire good teaching. On the whole education *is* becoming mechanized, and we thank Dr. Norwood for directing attention to this process. His remarks on examinations amount to an endorsement of Sir Michael Sadler's plea for an inquiry into the whole system.

A point Overlooked?

LORD EUSTACE PERCY was lately approached by Captain Bowyer, M.P., with the statement that rumours were current in his constituency to the effect that if the Conservatives were returned to power 15 per cent was to be taken off teachers' salaries. The President, in his reply, began by saying that the statement was wildly absurd and must be the work of a very "inexpert liar." "The actual position is," he went on, "that the present Burnham salary agreement remains in operation until March 31, 1931, and cannot be terminated even then unless notice is given by the local education authorities or the teachers. It really is not necessary for the present Government, or their supporters, to make elaborate promises as to its policy in regard to the remuneration of teachers and the maintenance of the principle of national settlements, for its record speaks more forcibly than any promises." He added that although there were over fifty authorities not paying Burnham Scales when the present Government took office, there was not a single such authority now, thanks largely to the attitude of the Government. Teachers had real security in the matter of salaries and he believed they realized this too clearly to be misled by clumsy propaganda.

The President and Burnham Salaries:

A CAREFUL reading of this pronouncement suggests first of all that the President's energetic language is a recognition of the direct and indirect influence that can be exercised by the teaching profession in matters political. He naturally wishes that influence to be friendly to the present Government, and the quotation to which we have referred is an admirable epitome of the theoretical position. But even a well-wisher of the Government might remark that there is a certain incompleteness about the statement. It is all very well to say that teachers and local authorities will either have to continue the present settlement or make another one in 1931. This rather savours of the aloofness of a spectator who looks on the battle from afar. It is known that some local authorities desire to reduce the scales and we see no reason why Lord Eustace should not have said that present salaries are certainly not more than adequate. He was, too, not quite complete in stating that all authorities now pay the Burnham Scales, for not every authority, to give one instance, has adopted the Burnham minimum for headmasters of secondary schools. And while the President is entitled to emphasize the good points in the Government's record, he should not forget that the minds of teachers have been disturbed by such things as "limiting standards" and other indications of financial stringency, and that apprehensions are felt about the ultimate effect of the De-rating Bill on education. Possibly we may expect some further pronouncement on these matters. Teachers would feel easier in their minds if they were sure that the Government would view with disfavour any attempt to lower the present scales of salary.

What does this mean?

THE Board of Education has issued a report by H.M. Inspectors upon the work of the London junior technical schools for boys, otherwise known as "trade schools." The report speaks of the leading part which London has played in the institution and development of such schools, and suggests methods which may carry their success still further. A junior technical school is a full-time school with a course of either two or three years, ending at about the age of 16, and intended to

Junior Technical Schools in London.

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prepare its pupils for certain trades. It therefore differs from the central school, in that the general education is carried on at the elementary school until the age of 13 or 14, and then gives way largely to definite technical training. It does not aim at preparation for the senior technical institutions, though there is no reason why exceptionally gifted boys should not proceed to such an institution. Its aim is rather to provide a substitute for the waning system of apprenticeship; and an excellent substitute it seems to be. The relations with industry are satisfactory, and the demand for boys trained at these schools is usually in excess of the supply. The inspectors have some pointed criticism to offer, *e.g.* upon the teaching of mathematics in some of the schools. But the general purport of their remarks is most favourable to London's praiseworthy effort in respect of junior technical education.

The New Education Fellowship.

WE noted in our last issue the address on examinations delivered by Sir Michael Sadler, in his capacity as president of the English Section of the New Education Fellowship. Our remarks were based upon such newspaper reports as were available at the time, but we are now very glad to have the full text of the address in the columns of "The New Era," and we are glad also to find that the suggestions made in the address are to receive further consideration at an international committee on examinations, which will hold its first sittings at Elsinore, Denmark, under the auspices of the New Education Fellowship, and during its conference there in August. The rest of the current issue of "The New Era," which is published quarterly at a shilling, is devoted chiefly to progressive education in Denmark, and *inter alia* an interesting account is given of the unique work of the Danish Folk High Schools, which have been largely instrumental in bringing about the remarkable progress in co-operative business in Denmark. The New Education Fellowship is to be congratulated upon producing so excellent an issue of its organ, "The New Era."

The National University and Trinity College, Dublin:

THE Convocation of the National University took an extraordinary step when, on the motion of Dr. J. C. Flood, it passed a resolution in the following terms, by thirty votes to nine: "That Convocation, having regard to the status now enjoyed by the National University, considers it undesirable that officers of, or bodies contained within, the University should afford any active recognition of similar status to any other university, or constituent part thereof, in the Irish Free State." The speaking generally resolved itself into an attack on Trinity College, and only a few speakers had the courage to oppose a motion which could not but be very harmful in its effects; indeed, an official attack by one university upon another must be unique in modern times. Apparently, in the National University, where there was always a natural jealousy of the prestige and traditions of Trinity College, Dublin, fears have arisen owing to the fact that Trinity has not been content to remain the stronghold of the old *régime* in the new Ireland, but is justly seeking to take her full share in the national life.

A Serious Set-back.

IN putting the resolution Dr. Flood claimed that the National University is now the principal University in the Irish Free State, representing, as he considers, "the new idea and the modern outlook." He considers it essential to stop any form of active fraternization with what he is pleased to call "the University of yesterday"; and another speaker added that they must make the Catholics understand that the National University is as good as, if not better than, Trinity College. Alarm is apparently felt at the superior prestige of Trinity degrees in candidature for appointments, and at the number of Roman Catholics at present entering Trinity College. This serious setback to the goodwill which was developing through games and academic courtesies between the two universities of the Free State, is very unfortunate, and such self-assertion by the National University only gives the impression of proceeding from an inferiority complex. Accompanied as it is, however, by hostility openly expressed, it is a deplorable instance of bad taste and political and religious animosity in a sphere which might have been above such a display.

The Education Act: Northern Ireland.

THE unpopularity of the Northern Ireland Education Act, with both Protestant and Roman Catholic Churches, does not diminish. The latter have, as is well known, refused to transfer their schools to local authorities. In his Lenten Pastoral the Roman Catholic Bishop of Dromore deplores the "narrow-minded and short-sighted policy" which denies "the just claim of Catholic people to educate their children in accordance with their wishes without having to suffer thereby." The former have awakened to the fact that the Scotch Local Government Amending Bill, just passed, provides for representation of the Churches on governing bodies, and that apparently changes in a similar direction are imminent in England. The Joint Committee representing the Protestant Churches and the Orange Order is of opinion that drastic changes in the Londonderry Act are necessary to safeguard religious instruction and secure representation of religious bodies on educational committees. It is argued that under de-rating only about 2½ per cent of the cost of education will come from the rates, and that, therefore, the existing method of electing education committees is not justified.

The Language Question.

THE Irish language policy of the Free State Government is in further difficulties. Its supporters are sharply divided by the decision to use Roman letters instead of Celtic for civil service examinations, and, therefore, presumably, in the schools. The Irish teachers have protested hotly, and the Gaelic League is not likely to be pleased. The decision is no doubt part of the plan to make the country bilingual, by removing one great source of difficulty: it will also lessen the Government's extravagant printing bill. A returned American priest has also created some consternation by a blunt statement of the truth that Gaelic is of no earthly use to Irish boys and girls seeking their living in America, and will only be a handicap to their education. Opposition, too, is growing to the Legal Practitioners' Bill which is at its report stage. A representative meeting of the solicitors of the Free State has, it is understood, taken a firm stand against compulsory Irish, although it is not known

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on what lines the opposition will proceed. The situation is interesting, as there is general public uneasiness, but great determination in the Government ranks, supported strongly by the "republican" opposition.

"A Silent Revolution."

THE National Association of Schoolmasters is to be congratulated upon the clearness and force with which the salient facts of the educational position have been set forth in its pamphlet entitled, 'The Silent Revolution." So much we may say without committing ourselves explicitly to every opinion expressed in the pamphlet. The public mind, and especially the mind of the average business man, needs to be enlightened about what is taking place in the educational world. We are told, and we can well believe, that the most ordinary distinctions we make between secondary, central, technical, and elementary schools, are by no means clear to the lay mind. How, then, can we expect the new proposals as to modern schools and senior classes to be rightly apprehended? This pamphlet puts the matter simply and clearly. We cordially agree with the N.A.S. as to the difference between the use of practical methods in order to widen the intelligence, and the early subordination of the intellect to the requirements of particular industries. There is an ambiguity, that is to say, in the expression, "practical education." We agree with the N.A.S. in not wishing the teaching profession to become predominantly feminine, as in America. We think it would be almost a national disaster. But we think the N.A.S. is aiming very high in seeking to keep the education of boys under 11 in the hands of men.

Vocational Guidance and Juvenile Welfare.

THIS is not the first time that we have mentioned with satisfaction the good work which is being done in the Kent Education Committee's area in the matter of vocational guidance and juvenile welfare. The review of this work for the year ended July 31, 1928, has just been issued, and affords food for thought, not only in Kent, but elsewhere. We select a couple of points almost at random. Domestic service, it appears, is not so unpopular as it was. But large establishments with numerous servants are now exceptional, so that employers are no longer willing to engage and to train young girls for domestic service. They require older girls who have had some training beforehand. Hence the success of homecraft training at several centres in Kent. The report comments also on "blind alley" occupations, to the effect that such occupations are unavoidable, but that a helpful public opinion ought to be created about them, and that means should be devised for getting boys and girls later on into occupations that lead to something definite. The Kent Education Committee's pamphlets on vocational guidance are excellent publications of their kind. The list, as given in this review, has now become a long one.

Technical Education in Monmouthshire.

SPEAKING at the annual prize distribution of the Newport Technical College some time ago, Sir Leolin Forestier-Walker urged the importance of scientific and technical knowledge, and said that with the introduction of low temperature carbonization, powdered fuel, and other methods of utilizing coal, they were not going to see the South Wales coalfields "down and out." It is a hopeful sign that, in times of serious industrial depression, the Mining School at Crumlin and the Technical College at Newport continue to make substantial progress, and that the number of students at Newport increased from 924 to 991 last year. The percentage of students who do not take up part-time evening courses after leaving the Technical College is the cause of some disappointment to the authorities, and an attempt is to be made to lower this percentage by halving the fees to students in such circumstances. A policy of co-operation between county and borough is foreshadowed, whereby the Technical College will specialize in certain types of work for the whole county. This suggestion follows that made by Principal Coles at the annual conference of technical institutions some time ago. Principal Coles deplored the tendency to set up small technical colleges which attempt to deal with many branches of technical work for which they were inadequately equipped. He foreshadowed the coming of technical education areas based largely on localization of the various industries.

Oral Welsh in Schools.

SOME uneasiness is felt amongst those who are keen on the development and extended use of the Welsh language at the failure of Welsh education authorities to put into operation the recommendations of the Departmental Committee published two years ago. It is now suggested that the Welsh Department of the Board of Education should include in its annual reports, or in special periodical reports, statements showing what steps have been taken by authorities of all grades to carry out the recommendations and recording all new developments that tend to improve the position of Welsh in the schools and colleges of Wales. In particular, it is thought that attention should be given to the need of improving the quality of the spoken language and to the cleavage between the Welsh of everyday speech and the literary language. There is great danger of the development of a sort of "pidgin Welsh" as the vernacular in Welsh Wales. It will be remembered that the Departmental Committee recommended the institution of an oral examination in Welsh for the School Certificate of the Central Welsh Board. This recommendation has not yet been adopted, though it is under consideration. It is feared that the recommendation is being assessed rather too exclusively from the point of view of the pupil to whom Welsh is a second language. The parallel of the "lecture expliquée" in the teaching of French is suggested as being a method equally applicable to Welsh, whether it be the native or the second language.

Mining Education in Glamorgan.

THE School of Mines at Treforest was set up about twenty years ago by the South Wales Coal-Owners' Association. Since its inception it has provided the industry in South Wales with most of its leading technical experts and executive officers and has quickened appreciation of scientific research and the application of modern methods in mine-planning and equipment. As the result of large grants from the Miners' Welfare Fund, the Glamorgan Education Authority, in conjunction with other education authorities within its area, has made greatly extended provision for instruction in mining, particularly in its higher stages, and an advisory board has been set up

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for the whole of South Wales to co-ordinate and supervise mining education throughout the area. The Coal-Owners' Association has now handed over the Treforest School of Mines so that it will become an integral part of this mining scheme, probably specializing in research and acting as the department of the University of Wales, in which students for a new degree in mining will receive most of their training. As in Monmouthshire, industrial depression has not affected attendance at evening classes in mining to any appreciable degree, so that recruitment to the institutions forming part of the new scheme is assured, provided a return to industrial prosperity be not too long delayed. It will now be for the coalowners to continue their interest in mining education by seeing to it that its best products are absorbed fittingly into the industry.

Religious Instruction in Scotland.

BY this time everybody in Scotland is taking it for granted that the Government is bent on transferring the local control of education from the special authorities set up in 1918 to the county councils; and while there are a good many people in all parties against the transfer, public protest has for the most part died down. The main controversial issue continues to be the statutory position of religious instruction in the public schools, and even here there has been a steady trend towards an agreed policy. To meet the contention of the Presbyterian Churches that the established practice is not sufficiently safeguarded by the Government Bill, the Secretary for Scotland agreed that before the provision of religious instruction is discontinued by any county or city council, a plebiscite of the electors must be taken. Not content with that, the Churches pressed for an increase in the minimum of *one* co-opted member representing their views in each area, and for the recognition of the right of the Churches other than Catholics and Episcopalian (for whose representation the Bill already provides) to nominate their own representatives. The Secretary for Scotland—this time with an obvious reluctance—has again agreed to meet their wishes. The minimum of co-opted Church representatives is to be *two*, and these are to be nominated by committees on which all the evangelical Churches are to have a place. The Churches have won a victory—for what it is worth. The general lay opinion is that the whole business has been much ado about nothing, and that religious instruction in the schools has never been in the slightest danger. It would have been better if the energy put into the clerical crusade had gone to improving the quality of the religious instruction that is being given at present, both in church and school.

"Scotland and Men of Learning:"

PROF. E. T. WHITTAKER, of Edinburgh University, recently delivered an address to the Association of Education Authorities in Scotland, which ought to cause Scottish teachers furiously to think. His contention was that, judging by the roll of Fellows of the Royal Society, Scotland was no longer producing men of learning. Twenty per cent of the Fellows over 70 were Scots, but among those under 47 there were none. The result was that if any of the science chairs in the Scottish universities fell vacant, there would not be a single Scotsman of the necessary eminence available to fill it. What was the reason for this extraordinary situation? In Prof. Whittaker's opinion, it was due to the fact that Scottish education was too much governed by regulations compared either with the Scottish education of fifty years ago or the English education of to-day. The clever boy in Scotland was forced to keep in step with the average boy. The simplest way of changing this state of matters was to give much greater individual freedom. Prof. Whittaker may be right about the evils of the lock-step system in Scotland, but surely the simpler explanation of his figures is that there is something wrong with the science teaching. It is not without significance that about the time the oldest of the under-47 men of science were getting their secondary education the Scottish Education Department made experimental science an essential feature of the leaving certificate course. Is it possible that the school variety of experimental science paralyses scientific genius?

Educational Research.

AT the same conference of the Association of Scottish Education Authorities, it was intimated that the Executive Committee of the Association had recommended each authority to make a contribution at the rate of a farthing per pupil on the school register to the funds of the Scottish Council for Educational Research, established last year by a co-operative effort of teachers, directors, authorities, training colleges, and universities. If every authority in Scotland agreed to contribute on this scale, there would be available rather over £800 to be added to the £750 voted by the Educational Institute of Scotland as an annual grant to the Research Council. Considering that there is now being spent on the schools of Scotland between £11,000,000 and £12,000,000 per annum, the farthing per scholar contribution has something of the suggestion of the familiar Aberdonian jokes. The authorities need to be reminded of the story of the Indian who had heard that white men lay on feather beds and after spending a night with two or three feathers under him decided that feather beds were no good. Educational research which is to be of any practical value cannot be done on the cheap. £10,000 a year would not be a penny too much for the Research Council to spend.

Associations of Teachers and Federation:

LAST October the National Union of Teachers, "with a view to promoting among the corporate branches of the teaching profession a spirit of goodwill, which shall remove mutual jealousies, shall conduce to a closest possible co-operation, shall lead to a measure of federation, and may foster the hope of an ultimate unity of purpose and action," submitted to the four Secondary and the Technical Teachers' Associations a proposal to set up the principle of reciprocal associate membership. The main idea was that any higher education member of the N.U.T. might take up associate membership of the appropriate secondary and technical association, paying his full subscription to the N.U.T., and in addition an agreed proportion of the subscription of the other association. Such reduced subscription to the other body would entitle the member to all ordinary and general services, all forms of sustentation being excepted. Members of the Secondary and the Technical Teachers' Associations could become associate members of the N.U.T. on similar terms. It appears that these proposals were received by the four secondary associations with some surprise, because

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when their proposals for dual membership were being considered in the early part of 1927, the N.U.T. contended that a scheme of closer association should precede any arrangement for reciprocal membership. It is thus thought somewhat strange that the present proposals should have been put forward. But we understand that they have received very careful consideration, and that although they have not found much favour, the spirit of goodwill in which they were presented has not failed to strike a responsive note.

Future Prospects.

IT is perhaps scarcely to be wondered at that the Secondary Associations have not received the proposals with enthusiasm. The Chairman of the Incorporated Association of Assistant Masters referred to the matter in his address at the Brighton meetings, and made it clear that this solution would not be acceptable. We understand that the other Associations are taking a similar line, and that they would prefer a federation of associations, rather than the kind of fusion that might come from the dual membership of individuals. They look, in fact, towards an extension of the powers of the Joint Six, so as to enable that body to take action on matters on which the policies of the constituent associations are in agreement. It is common knowledge that the Secondary Associations have a very strong objection to anything that savours of absorption, and we suggest to all who are working towards federation, that this objection ought to be met. Is it impossible to envisage a federation in which both primary and secondary education would meet on equal terms? Even if the time for this is not yet, we trust that the present set-back may result in a real effort to approach the problem of creating a federation in which the constituent bodies will not lose their respective identities. We cannot but believe that this would both serve the professional interests of the teachers and be beneficial to the cause of education.

Bad Handwriting.

THE recent complaint of Sir Richard Burbidge that thousands of pounds are lost every year by large stores solely on account of bad handwriting, has led to a revival of the criticism that schools pay insufficient attention to this matter. It would possibly be true to argue that just as the art of letter-writing has declined with the art of conversation, owing, no doubt, to the speeding-up of modern conditions, so, too, good handwriting has departed with those other accompaniments of a more leisured age. But this answer would not be adequate if serious loss is being occasioned in business for this reason. It would seem to be worth while to examine afresh the merits of script writing, and especially the question as to whether this style readily passes into a cursive hand which allows of the expression of individuality. We are afraid it must be admitted that many secondary and public schools pay little attention to handwriting, though the blame for this must to some extent be laid on the examination system, one adjunct of which is the frequent taking of notes at high speed. Now that the matter has been raised, we hope that some reply will be made. Handwriting is such a personal thing that it would be well to examine carefully the prospects of making it a thing of beauty as well as of individuality in the average boy and girl. The typewriter has not yet ousted the personal letter altogether, and we feel sure that most teachers would agree that if it can be shown that legibility and character can be secured for the average pupil's writing it would be well worth a little trouble. The matter is one for expert investigation in the first instance.

King's College, London.

THE Mansion House luncheon in connexion with the King's College Centenary Appeal, brought to light an interesting fact in the history of the College—that the only duel the Duke of Wellington ever fought was on behalf of King's College. The story was recounted by the Bishop of Gloucester, formerly Principal of the College. The Duke had secured large contributions to the building fund, but when he espoused the cause of Catholic emancipation, some of the donors thought they had given their money under false pretences. The Duke challenged one of these, Lord Winchelsea, to a duel. In the course of nature, it is unusual to attend both the opening of an institution and its centenary, but Sir Edward Clarke, who made a speech at the luncheon, began as a student at King's College in 1858. He made some sensible remarks on that "most brilliant decade in our literary history," the period 1850 to 1860. We hope that some of the money withheld a hundred years ago will now be forthcoming with interest.

CARDIFF, NEW SCHOOL.—A proposal of the Education Committee to erect a new secondary school at Cathays, at a cost of £59,000, was turned down by the City Council by a narrow majority. It was reported that whereas the recognized accommodation of secondary schools in Cardiff is 2,258, the number of children on registers is 2,588. It was intended to transfer the pupils from the day, preparatory, technical, and commercial school at the Technical College to the new school.

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SCHOOL PRIZES.—In a discussion on the estimates for the coming financial year at the Cardiff Secondary Education Sub-Committee, the proposed provision of a sum of £150 for prizes in secondary schools came in for sharp criticism, and it was said that the practice was becoming obsolete and ought to be dropped altogether. The Director of Education was asked to report on the matter.

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BIBLIOTHECA CELTICA.—The staff of the National Library of Wales, Aberystwyth, has just published the seventh volume of the "Bibliotheca Celtica," a register of publications relating to Wales and the Celtic peoples and languages for the years 1919–23. It is intended to publish one volume per year when circumstances permit. Historians of the future will find in these volumes much valuable information reflecting the social development of the period. The Bibliotheca is practically a complete record of every book and pamphlet published in and dealing with Wales since 1909 and so will be used as a work of reference in the libraries of learned institutions throughout the world.

* * *

FARADAY HOUSE SCHOLARSHIPS.—The annual examinations for a Faraday Scholarship of 50 guineas per annum, tenable for two years in college and one year in manufacturing works, and for a Maxwell Scholarship of 50 guineas per annum, tenable for one year in college and one year in works, will be held at Faraday House on April 9, 10, and 11, 1929. Exhibitions may also be awarded. Further particulars may be obtained from the Registrar, Faraday House Electrical Engineering College, 62–70 Southampton Row, London, W.C. 1.

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THE BIBLE IN THE SCHOOL.—Education authorities and headmasters are invited to participate in the School Prize Funds administered by the Religious Tract Society. This does not involve a special examination, as the awards are made to scholars who obtain the highest marks in their own school examination. The awards consist of a finely bound Bible or other valuable books. Particulars may be had from the Secretaries, 65 St. Paul's Churchyard, London, E.C. 4.

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Reviews

A SURVEY OF MODERN LANGUAGE TEACHING

Memorandum on the Teaching of Modern Languages, Issued by the Incorporated Association of Assistant Masters in Secondary Schools. (4s. net. University of London Press.)

This competent survey of the whole field of the teaching of modern languages should be on the shelves of every language teacher. It is some thirty years ago that some young enthusiasts, inspired by experiments in Germany and Switzerland, advocated the teaching of French and German by the sole use of the foreign language in the class-room. The Modern Language Association was rent in twain by this revolutionary proposal and lifelong friendships were dissolved. Looking back we can at least acknowledge that there has been a vast improvement in the teaching of modern languages since the days when some poor Alsatian or Swiss taught both French and German to hordes of unruly pupils. The storms of controversy have now died down, and this comprehensive manual talks of a compromise method midway between the claims of translation and direct method. The moderates as usual come into their own at the end.

It is well that the younger generation of teachers should have a summary of the struggles through which their elders have passed and read the reasons for the present state of our methods. Under the skilled chairmanship of Mr. H. N. Adair, a committee of over sixty has brought together a mass of valuable material. It presents all sides of the various problems and does not hide the divisions in opinion that still exist. It was inevitable that the outlook chiefly concentrates on secondary schools, rather than on preparatory and the larger public schools. The statement (page 73) that the best age for beginning French is eleven may apply to some, but *viva voce* work can be introduced from the very earliest age, and definite teaching at eight or even earlier with the happiest results.

The book is divided into six main heads: Aims of Modern Language Teaching, Staff, Organization, School Courses, including method and aids to method, Grammar, Testing of Knowledge. On page 56 the qnalifications of a teacher are held to include an honours degree, residence abroad, training in phonetics and philology, aliveness and skill in using teaching devices, personality, a heart open to language and literature, and a mind instinctively sure of idiom. This is a very catholic list, and an outsider would not be surprised if the possessor of all these advantages sought to secure higher remuneration than his colleagues—even if only to reimburse him for his annual visit abroad. In addition, he could desire a higher measure of consideration from his fellow-citizens than he obtains at present.

One of the most valuable sections discusses the different tests of knowledge, internal and external examinations. There is much insistence on a sure knowledge of the groundwork of grammar and on the formation of a vocabulary, both points are often neglected in favour of showier knowledge. On the question of free composition in the School Certificate the Committee appears to be divided, but the wiser heads evidently regard it as too difficult and too unsuitable a test for students at so elementary a stage.

On advanced courses nothing is said as the subject is still one of acute controversy.

The bibliography is quite a haphazard compilation and unworthy of so good a book. The name of Ripman does not appear among authors on method, and although Bezard's "Classe de français" is mentioned, his much more important work, "La Méthode littéraire," is omitted. And no date is given for any work. For the next edition, which will surely be required soon, a competent bibliographer should be enlisted to provide a more detailed list.

THE AENEID ONCE MORE

The Aeneid of Virgil. Translated, with an Introductory Essay, by F. RICHARDS. (15s. net. Murray.)

It would be an interesting study to follow the variations of taste shown in the criticism of the many verse translations of the Aeneid which have appeared in the last two or three centuries; it would be no less interesting to gather together the various renderings of certain famous or typical Virgilian passages to see how scholars and poets have tried to convey to English readers something of the mind of Virgil. Dryden and Conington delighted readers in their own day by using the rhyming couplet or the style of Scott's "Marmion." Mr. Rhoades, whose version first appeared in 1893 and is now in its third edition, used blank verse, and this form is adopted by Mr. Richards, the most recent translator.

A verse translation of any classical poet must primarily be an attempt to present the original for the delight of readers who know neither Latin nor Greek; the pleasure that scholars may take in comparing the adequacy of various renderings is a minor consideration. For the reader without Latin we cannot help thinking that rhyme of some kind is more attractive than blank verse, which except in the hands of a master is a very difficult form to handle—Conington, defending his choice of metre, wrote that "blank verse really deserving the name I believe to be impossible except to one or two eminent writers in a generation." On the other hand, rhyme compels greater departure from the original and expansion, but the quickness of its movement and form may compensate for that fault. The reader's attention must be caught and held by the general power of the narrative in an epic poem. The beauties of Virgil's style, his verbal felicities and refinements, his alliterations, all the various tones of expression and thought of which he is such a subtle master, can only pass in a very diminished manner into a translation. In the original they are only appreciated by students who have advanced a long way in Latin. Virgil is not really an author for schoolboys, and of educated men, who still read their classics, it is probably a minority who care strongly for Virgil.

Take, for instance, the beautiful lines on the death of Aeolus (xii. 546).

"*Hic tibi mortis erant metae: domus alta sub Ida*
Lyrnesi domus alta, solo Laurente sepulcrum."

Which Mr. Richards translates:

"Here death must close thy course: Ida thy home:
Thy proud home in Lyrnesus, here thy tomb
On Latin soil."

He has skilfully kept much of the spirit of the original, but the effect of the repetition of *alta*, the chiasmus and the alliteration and brevity of the second line are lost.

Mr. Richard's translation has the same number of lines as the original; that is a considerable achievement. He is a conscientious and scholarly translator, and in many passages attains vigour and eloquence; and if at times the reading may become monotonous, is not that weakness due to the fact that English does not allow the variations and daring adventures of grammatical form by which Virgil weaves his intricate style and relieves the battle narratives of the last six books? Or if it does, it must be through the utterance of some great poet such as Milton, who would be least likely to turn his original powers to the task of translation.

There is an excellent introduction of eighty-four pages prefixed to this translation, which discusses the Aeneid from various points of view in a lucid and interesting manner. It is the kind of introduction which is wanted in front of school editions of the text, for it must be confessed that the introductory pages in the generally accepted editions are neither adequate nor stimulating, and with so difficult an author as Virgil the student should have the best that modern scholarship can give him.

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Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

Elementary Craftwork in Metal : An Introduction for the Use of Teachers, Students, and Workers. By A. J. SHIRLEY. (7s. net. Batsford.)

The author considers the possibilities and limitations of metalwork. He discusses the fundamental principles of design, gives a brief resumé of tools, materials and processes, and follows with a course of exercises which are well illustrated and accompanied by concise instructions. Beginners will find the book helpful, although the educational expert might take exception to the author's method of teaching. A bibliography, interesting but not exhaustive, is also given. Readers who possess a copy of Messrs. Hooper & Shirley's " Handicraft in Wood and Metal," will recognize the style and most of the examples.

Hundred and one Things for a Boy to Make : A Book of Practical Directions for the Young Craftsman. Edited by A. C. HORTH. (5s. net. Batsford.)

Most of the articles dealt with have already appeared in the " Junior Craftsman," published by the Institute of Handicraft Teachers. The man who would like to be considered " handy about the house " will find many useful hints in the later pages.

Handcraft in Wood and Metal : A Handbook of Training in their Practical Working for Teachers, Students, and Craftsmen. By J. HOOPER and A. J. SHIRLEY. Third Edition, Revised and Enlarged. (10s. 6d. net. Batsford.)

The exclusive use of the pencil or brush as the means with which to give instruction in art is a mere survival of that phase in art education when far too much emphasis was laid on pictorial art. The would-be Van Goghs and Cézannes of Chelsea would be more likely to " ascend the brightest heaven of invention," if they had started with the cup and the platter, as did most of the giants of the Renaissance. It is true that there are certain principles common to all the visual arts, which are best taught by means of the brush and pencil ; but the time is not far distant when design will be taught in our schools by means of the carpenter's bench, the anvil, the loom, or the potter's wheel. The subject at present known in the syllabus as drawing (art) must coalesce with handcraft, and the art room and the craft room become one. The architectural arts have been neglected in our education for the sake of the graphic arts. This state of things must be reversed, which will incidentally be the means of restoring health and sanity to the latter. That craft work can be made educational in the truest sense of the word is shown in this excellent book, a third edition of which has now been called for. It deals exhaustively with handcraft in wood and metal. We know of no other book on the subject which combines so much sound technical instruction with those aesthetic and cultural considerations which give art a very high place among the humanistic studies in our schools.

Prints and Patterns : Ornamental Patterns, Printed with Hand-Made Tools. By IDALIA B. LITTLEJOHNS. (2s. 6d. net. Pitman.)

Printing, as a means of decorating paper, wood, textiles, etc., has much to recommend it. Unlike painted ornament, in which all things are possible, even to the faithful representation of natural objects, and which, even in the hands of a Raphael, is inclined to encourage exuberance in decoration, printing by its very nature imposes restraint in form and colour. The educational value of pattern printing is therefore great. This excellent little book is before all things practical, and will encourage the art worker to learn by doing. The various processes are explained with admirable lucidity by means of both text and illustrations. The chapters on the theory of design and colour, brief though they are, are worthy of close study on the part of the young student. The principles of colour harmony and colour balance, and of order and simplicity in formal design are put in a way which will make the subject clear to the least experienced. The book should be very useful both in the home and in the school.

The Dutch School of Painting. By S. C. K. SMITH. (10s. 6d. Paper cover, 7s. 6d. The Medici Society.)

The Homes and Buildings of Other Days. Written and Illustrated by S. H. HEATH. 1. *The Parts of a Cottage.* 2. *The Parts of a Farm.* (7d. each.) 3. *The Parts of a Manor House.* (8d. G. Philip & Son.)

The Art for All Water Colour Series. By J. LITTLEJOHNS. *Boats and Ships.* (2s. 6d. net. Pitman.)

Self-Expression in a Junior School. By L. LOGIE. (8s. 6d. net. Oxford University Press.)

Children's Toys of Bygone Days : A History of Playthings of all Peoples from Prehistoric Times to the XIXth Century. By K. GRÖBER. English Version by P. HEREFORD. (32s. net. Batsford.)

Thomas Bewick, the Tyneside Engraver. By B. ANDERTON. Second Edition. (Newcastle-upon-Tyne : Mawson Swan and Morgan.)

All lovers of the work of Thomas Bewick, that is to say all who can appreciate true art—should get this delightfully written and illustrated account of his life and work. It is an artistic treat of the highest order to look through the wonderful vignettes, wonderful as specimens of craftsmanship, for Bewick was a craftsman who revelled in the nature and limitations of his materials. In this he takes a higher rank than the Dalziel Brothers and other engravers of this century, who, though they reproduced the pen drawings of the artists who drew for them with marvellous accuracy, cannot be compared with the man who expressed his own love of nature in white line on a black ground. The irresistible appeal of such cuts as Nos. 18, 19, 20, which were much admired by Charlotte Brontë, and to which she refers in " Jane Eyre," the truth and beauty of his famous birds, are of the stuff of which the world's greatest art has been made, and make one think of the work of Durer. What heights might not Bewick have reached had he been born in the sixteenth century in Italy ; but then we should have been deprived of this lyric poet of wood engraving.

Sir Edmund Hornby : An Autobiography. (18s. net. Constable.)

Crusaders : The Reminiscences of Constance Smedley (Mrs. Maxwell Armfield). (15s. net. Duckworth.)

Readings from Cicero. Verres. Edited by A. DUTHIE. 1s. 6d.) Harrap.)

Most classical schoolmasters probably regard the Verrine orations as Cicero's *magnum opus*, but they are precluded from reading them with their classes by their length. Hence the value of this little book of selections. The text has not been tampered with except by omissions. It provides us with the gist of the most interesting and exciting episodes of one of the most startling trials in history, and as such should hold the attention of all schoolboys. They cannot but be enthralled by the high-handed conduct of Verres as praetor, for the series of his unscrupulous robberies and frauds holds something of the fascination of a " detective " story. We can thoroughly recommend the little book as an eminently workman-like piece of work. The selections have been well chosen ; a brief introduction (six pages) excellently sets the stage for the drama ; the notes are brief and to the point, and there is a sensible vocabulary excluding common words.

Vellei Patercvli. Ad M. Vinicivm. Libri Dvo. Ex Amerbachii Praecipve Apographo. Editit et Emendavit. Prof. R. ELLIS. (5s. net. Clarendon Press.)

Our classical readers, and especially those whose chief interest lies in Roman history, will be delighted to have this Oxford text of the two books *Ad M. Vinicivm* of Velleius Paterculus. The text is the more to be welcomed in that it is sponsered by Prof. Ellis, and we take this opportunity of once more expressing our grateful thanks and appreciation to all those scholars whose labours in the field of textual criticism provide the rest of us with the tools which enable our work to be done.

A Book of Latin Prose and Latin Verse : From Cato and Plautus to Bacon and Milton. Selected by Prof. F. A. Wright. (5s. net. Routledge.)

This is neither a schoolbook nor exactly a compendium for the classical scholar ; it is rather a literary anthology for the cultured reader who has a use for a one volume library of Latin prose and verse. Such a description is scarcely an exaggeration of this volume of 200 passages taken from 100 authors. Prof. Wright has culled his anthology from a wide field. In his own words : " It includes Cato and Varro with More and Bacon, Plautus and Ennius with Owen and Milton." The selection has been made with a wonderfully wide yet discriminating taste, and the book is wonderful value for the money.

The Theactetus of Plato. Translated by M. J. LEVETT. (3s. 6d. Jackson, Wylie.)

The Rhesus of Euripides. Edited, with Introduction and Notes, by W. H. CARTER. Second Edition, revised and enlarged. (3s. 6d. Cambridge University Press.)

Dante. By Prof. C. FOLIGNO. (6d. Benn.)

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GEOGRAPHY

(1) *An Intermediate Commercial Geography.* By Dr. L. D. STAMP. Part II. *The Economic Geography of the Leading Countries.* (12s. 6d. Longmans.)

(2) *Geographical Exercises.* By Dr. L. D. STAMP and ELSA C. STAMP. (2s. Longmans.)

(1) In Part I of this Geography, Dr. Stamp dealt with "Commodities and World Trade," and he now proceeds in Part II to describe the "Economic Geography of the Leading Countries of the World." Although the treatment of the United States and the integral parts of the British Empire has been made more complete than in the case of the other countries, the work as a whole provides an excellent course of study in economic geography for university students. The graphs, diagrams, and tables have been constructed from statistics published in the "Statesman's Year Book," the "Annual Reports on the Balance of Trade" and other important works of reference. (2) The "Geographical Exercise Book" contains numerous practical exercises on map reading, climatic phenomena, and map projection. The exercises are well arranged and graded, and many maps and tables of statistics are provided in order that the pupil may follow a systematic course of individual work.

(1) *Pictorial Geography.* Book I. *The Round World.* By E. M. SANDERS. (1s. 8d. Philip.)

(2) *The World and Its Discovery.* By H. B. WETHERILL. Part III. *America, with a Chapter on the First Voyage Round the World.* (1s. 9d. Clarendon Press.)

(3) *Things Seen in Morocco: A Land of Enchantment, of Perpetual Contrasts, and of Absorbing Human Interest.* By L. E. BICKERSTAFFE. (3s. 6d. net. Seeley, Service.)

(1) "The Round World" is intended for pupils in the lower classes of elementary schools in order to introduce them to the regions of the world as defined by climate and vegetation. The book is got up in a very attractive form, including as it does interesting descriptions printed in large type and seventy beautiful picture illustrations. (2) "The World and Its Discovery" is a good reading book for junior forms. After an account of the first voyage round the world, the author proceeds to describe the various expeditions which resulted in the exploration of the coasts and interior of North and South America. The numerous illustrations add greatly to the interest of the descriptions. (3) Although an immense amount of information has been compressed into the small space of 150 pages, this is an instructive little book, both for the general reader and for the tourist when visiting Morocco. Towns, sacred places, inhabitants, as well as the geography and historical associations of the country are all well described. This book also is well illustrated with pictures.

(1) *Map of Roman Britain.* Second Edition. (Southampton: Ordnance Survey Office.)

(2) *Philips' British Empire Calendar.* 1929. (1s. G. Philip & Son.)

(1) Several copies of the Ordnance Map of Roman Britain should be provided for the use of history students in secondary schools. The map is drawn to a scale of 16 miles to 1 inch, and the sheet covers that part of Great Britain which lies south of the Grampians. Many changes have been made in the second edition, and these new features are carefully explained in a printed pamphlet which accompanies the map. (2) This well-known calendar is now published for 1929. The maps and printed notes show what is going on from month to month throughout the British Empire, and information is given with regard to the products, climatic conditions, and resources of the Empire.

(1) *The Trade of the Indian Ocean.* By V. ANSTEY. (8s. 6d. Longmans.)

(2) *The Chambers of Commerce Atlas Supplement*—1928: *Giving the Latest Available Statistics of the World Production of the Commodities of Commerce, and the Foreign Trade of the Principal Countries of the World Expressed in Sterling and Dollars.* (3s. 6d. net. G. Philip & Son.)

(1) The Indian Ocean, bordered by so many British possessions and crossed by so many British steamship routes, forms a natural region which has hitherto received scant treatment at the hands of geographers. In this volume the present-day commerce and the commercial problems of the Indian Ocean are dealt with in considerable detail. The investigation of these problems is closely associated with the interpretation of trade statistics and the consideration of the economic resources and administrative conditions of the surrounding countries. Particular attention is given to the trade of India and Ceylon, Malaya and British East Africa, and also to the trade in plantation products and minerals. Although the book is primarily intended for university students, it will nevertheless be found to be most helpful to teachers of geography when preparing lessons for the higher forms of secondary and public schools. (2) "The Chambers of Commerce Atlas," first published in 1925, stands to-day unrivalled as the standard work of reference on Trade and Industry. In the 112 pages of coloured maps and diagrams, with their accompanying letterpress, the essential facts of Economic Geography are depicted with extraordinary clearness and accuracy. A statistical supplement giving the latest official figures has just been issued; this useful supplement can be obtained as a separate publication, but in the reissue of the "Atlas," it will, of course, be bound up as part of the new volume.

The Corridors of Time. V. *The Steppe and the Sown.* By H. PEAKE and H. J. FLEURE. (5s. net. Clarendon Press.)

"The Steppe and the Sown" is a book worth reading; especially by teachers of geography and history who are interested in research work. In the course of the work the authors describe the movements of population which spread in early times across the grasslands of the Near East into Greece and Egypt resulting in new civilizations rejuvenated by the fresh air of the steppes and deserts; they then discuss at some length whether the movement of the nomads from the grasslands to the cultivated areas was partly due to a period of prolonged drought or partly to the taming of the horse. Accounts are also given of the Lake Dwellers in Central Europe, the ancient maritime activity in the Aegaean Sea, and explorations in Crete.

Raw Materials of Commerce: A Descriptive Account of the Vegetable, Animal, Mineral and Synthetic Products of the World and of their Commercial Uses. Part I. (1s. 3d. net. Pitman.)

A Concise Guide to the Town and University of Cambridge in an Introduction and Four Walks. Originally written by Dr. J. W. CLARK. Ninth Edition, Revised throughout by H. C. HUGHES. (1s. 3d. net. Cambridge: Bowes & Bowes.)

Philips' Picture Map of Africa. Designed by MARGARET W. SPILHAUS. (Mounted on cloth with metal rims, 5s. Mounted on cloth, with rollers, 6s. G. Philip & Son.)

The Foundation Series of General Geography: By M. G. A. BAILIE. *The Americas.* (1s. 6d.) *Africa* (1s.) (Gill.)

Try for Yourself Geography: By M. WARINGTON. (1s. Black.)

The World and its Discovery: A Description of the Continents Outside Europe Based on the Stories of their Explorers. By H. B. WETHERILL. New Edition. (4s. 6d. Clarendon Press.)

Some Notable Surveyors and Map-Makers of the Sixteenth, Seventeenth and Eighteenth Centuries, and their Work: A Study in the History of Cartography. By Sir H. G. FORDHAM. (6s. net. Cambridge University Press.)

Columbus Regional Geographies. Book III. *Round the World.* By L. BROOKS and R. FINCH. (Limp, 2s. Cloth, 2s. 3d. University of London Press.)

(*Continued on page* 182)

ST. PANCRAS SCHOLARSHIP.—The committee of University College, London, may award a St. Pancras Scholarship in 1929. Candidates must have been born in St. Pancras or be the children of parents who have been resident in the borough for at least ten years. They must also have passed the University of London Matriculation, or some other equivalent examination. The holder will be entitled to admission to a three-year course in one of the faculties of the College without payment of fees, subject to satisfactory reports being received at the end of each year. Applications for particulars should be addressed to the Secretary of the College, not later than February 15, 1929.

MEMORIAL TO DR. BERNARD.—The Memorial Fund to the late Provost of Trinity College, and Archbishop of Dublin—John Henry Bernard—is now complete, over £1,100 having been subscribed. It is intended to erect in St. Patrick's Cathedral a memorial brass bearing an effigy of Dr. Bernard in episcopal robes; and to award a prize annually in his memory at the Honours Examinations in Mental and Moral Philosophy at Trinity College, Dublin. The memorial is thus properly associated with the Cathedral of which he was Dean, and with the subject of study in which his eminence was generally recognized.

PRESENTATION TO SIR GEORGE MACDONALD, K.C.B.—In response to a widely expressed desire, a small Committee has been formed for the purpose of making suitable recognition of the manifold services rendered to education and to learning by Sir George Macdonald who retired recently from the secretaryship of the Scottish Education Department. It is proposed that the form of testimonial should be the presentation of his portrait in oils. Dr. J. R. Peddie, Executive Officer of the National Committee, will act as honorary secretary, and Mr. D. H. Brown, 140 Princes Street, Edinburgh, as honorary treasurer.

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HISTORY

The Age of Elizabeth. By A. BROWNING. (2s. 6d. Nelson.)

This volume is the latest addition to Messrs. Nelson's useful "Teaching of History" Series, edited by Mr. John Buchan. It is an excellent text-book by the very capable lecturer in history at Glasgow University. In an eminently readable narrative it embodies the results of recent research into the critical second half of the sixteenth century, so far as England, Scotland, and Ireland are concerned. The reign of Elizabeth is studied under the three heads of (1) peace, 1558–70, (2) crisis, 1570–88, and (3) war, 1588–1603.

Yorkshire. By F. R. PEARSON. (2s. 6d. Knopf.)

Mr. Pearson, who is quite naturally and properly an enthusiastic Yorkshireman, has written an illuminating and altogether delightful book concerning his native county. He traces its evolution from prehistoric times down to the period of the industrial revolution with its immense modern developments. Concerning every successive age—Roman, Saxon, Norman, Angevin, Tudor, Stuart, Hanoverian—he has interesting things to say and beautiful features to show by means of his admirable photographs. How a book of this character can be produced for half a crown passes our comprehension. We commend it to the attention of our University Presses.

The Headway Histories. Edited by Dr. F. W. TICKNER. Book 1. People of Long Ago. (Limp Cloth, 1s. 6d. Cloth Boards, 1s. 8d.) Book 2. Famous Men and Famous Deeds. (Limp Cloth, 1s. 8d. Cloth Boards, 1s. 10d.) By R. K. POLKINGHORNE and M. I. R. POLKINGHORNE. Book 3. Making the English Homeland. By Dr. F. W. TICKNER. (Limp, 1s. 8d. Cloth, 1s. 10d. University of London Press.)

Under the title "The Headway Histories," Dr. Tickner has designed a set of elementary text-books, one conspicuous merit whereof is brevity. Each book of the three before us is short, and the whole series is covered in four volumes. The first treats of ancient history in seven chapters, dealing successively with Israelites, Egyptians, Babylonians, Phoenicians, Persians, Greeks, and Romans. The second, by means of seventeen biographies, ranging from Alexander the Great to Victoria, carries the story of Western civilization to modern times. Books 3 and 4 concentrate on the story of Britain and its Empire. The illustrations are the weakest parts of the books. In Book 1 Abraham is represented as sitting in an oasis with nothing to eat, nothing to drink, and nothing to do. In Book 3 a Jewish high-priest is directing the construction of Westminster Abbey; and Henry II is wearing a crown, together with other impossible oddments, in an interview with Becket clad as a monk.

Life and Work of the People of England: a Pictorial Record from Contemporary Sources By DOROTHY HARTLEY and MARGARET M. ELLIOT. Vol. II. The Fourteenth Century. Vol. IV. The Seventeenth Century. (Boards, 4s. 6d. net per vol. Cloth, 5s. 6d. net per vol. Batsford.)

In six volumes, each covering a century, Miss Hartley, art teacher at the Polytechnic, and Miss Elliot, history teacher at St. Aloysius's School, propose to illustrate the life and work of the people of England from contemporary sources. Four volumes of the six are now available, and of these, two lie before us. They are extremely attractive books, full of delightful pictures, admirably reproduced. Their value as historical documents consists of the fact that they are all drawn from genuine originals. Many of them have never appeared in print before, and all are interesting and instructive. The sports, the wars, the occupations, the worship, the domestic life, of our ancestors are all represented. History teachers will find here stores of materials for lessons and exercises.

A History of European Diplomacy, 1451–1789. By Prof. R. B. MOWAT. (16s. net. Arnold.)

Prof. Mowat's diligence is exemplary and his output enormous. Within six years, during which period he has been pouring forth text-books, he has in a series of four volumes, each substantial enough to be regarded as a doctoral dissertation, surveyed the whole field of European diplomacy from the Renaissance to the present day. Like Hume in the eighteenth century and Justin McCarthy in the nineteenth, he has travelled backward in his explorations. Beginning with the diplomacy of the Great War, he felt it imperative to supplement it by a study of its antecedents in the period between the Peace of Vienna and 1914. This in turn involved the diplomacy of the Revolutionary and Napoleonic era. But this, too, is inexplicable without some knowledge of the doings of statesmen and the movements of statecraft in the pre-revolutionary period. Hence this final volume in which Prof. Mowat briefly sketches the diplomatic history of the years 1451–1789. With admirable terseness and lucidity he explains the development of the European state-system out of the midst of medieval Christendom; shows the issues of the wars of religion which marked the century 1555–1648; depicts the alliances which sought to prevent the upsetting of the balance and power by Louis XIV; and traces the course of the diplomatic revolution of the eighteenth century caused by the rise of Prussia, the entry of Russia into Western politics, and the expansion of the British Empire. The key to Prof. Mowat's masterly study is the interesting conception that "the essential test-question for diplomacy is: Has it helped to diminish war?" He has not that contempt for ambassadors and plenipotentiaries that seems to affect some of our younger omniscients. "The diplomatists," he says, "were, as a whole, faithful to the idea of the Christian powers as being a family of nations each of which was bound not to encroach on the other, and none of which should preponderate over the rest."

Village Life in the Fifteenth Century: Illustrated from Contemporary Sources. By W. I. HAWARD and H. M. DUNCAN. (3s. 6d. Sheldon Press.)

This little volume by the lecturer in history at Bedford College and the history mistress of the Notting Hill Gate Girls' School is one of the series of texts for students issued by the Sheldon Press. It is an excellent source book for those who are specializing upon the social history of the fifteenth century. Its material is drawn from a great variety of original authorities illustrative of every phase of village life. Needless to say, the fifteenth century, the period of transition from medieval to modern economy, was one of the most critical and important in the annals of English rural life.

Shiva or The Future of India. By R. J. MINNEY. (2s. 6d. net. Kegan Paul.)

Teachers and World Peace: A Memorandum for the Guidance of Teachers Who Desire to Explain the Aims and Work of the League of Nations. Second Edition. (6d. League of Nations Union.)

A History of the British Colonies. By H. L. JONES and C. SHERRATT. Second Edition. (3s. 6d. University Tutorial Press.)

Class Books of World History. By HELEN CORKE. Book III. *The Adventurers.* (2s. 6d. Oxford University Press.)

More Boys and Girls of History. By RHODA and EILEEN POWER. Book I. A.D. 1497–1610. Book II. A.D. 1618–1871. (2s. 6d. each. Cambridge University Press.)

(*Continued on page* 184)

THE following have been successful in the Archbishop of Canterbury's Examination for the Lambeth Diploma in Theology: Miss C. E. Clements (National Cathedral School, Washington, U.S.A.); Miss Evelyn Frost and Miss J. C. Hay (Gipsy Hill Training College); Miss W. Hurrell (Ranelagh Grammar School, Bracknell); Sister Helen Kemp (Community of the Holy Family); Deaconess Ethel Luke (Church Sisters Training Centre); Miss C. V. Markham and Miss F. E. A. Newman (Clapham High School).

* * *

Mr. A. C. Ballard, the founder of the Boys' Club at Plymouth, with nearly 5,000 members, is devoting a sum of £350 per annum to fifty elementary schoolboys who distinguish themselves at the entrance examination to secondary schools, for the purpose of meeting incidental expenses not covered by the schemes of the Local Education Authority.

* * *

The Women's Leader, formerly better known as *The Common Cause*, and at one time under the editorship of Mrs. H. M. Swanwick and later Miss Maude Royden, has announced a series of "Letters to a New Voter from an Old Voter." This series will extend from now until after the General Election, and will be written from a non-party point of view.

* * *

EDUCATION AND INDUSTRY.—Representatives of the Plymouth Chamber of Commerce and the Plymouth and Devonport Mercantile Associations have been conferring with the Joint Educational Advisory Committee, consisting of members of the Plymouth Education Committee and representative Teachers on the question as to how far the curriculum and teaching in the the schools are directed to meet the needs of employers when the pupils pass from the care of teachers into the world of business.

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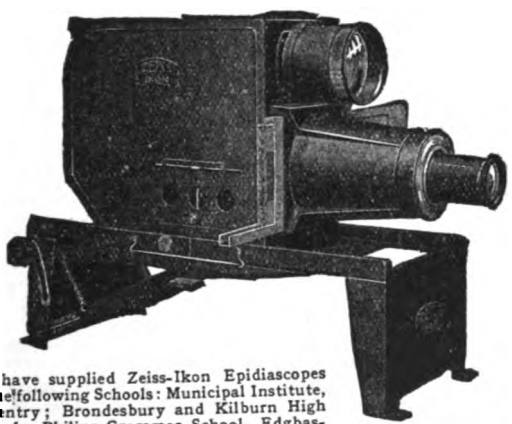

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ENGLISH

An Elementary Middle English Grammar. By Dr. J. WRIGHT and ELIZABETH M. WRIGHT. Second Edition. (7s. net. Oxford University Press.)

A large first edition of this Grammar—noticed in these columns on its appearance in 1924—having been exhausted, the authors in preparing a second edition have, while retaining the original numbering of paragraphs, enlarged many of these and re-written others. The work is fittingly dedicated to the memory of Dr. Henry Bradley and Sir James Murray.

Dryden. Preface to the Fables. Edited, with an Introduction by W. P. KER and Notes by M. G. LLOYD THOMAS. (1s. Clarendon Press.)

This is a neat and handy little issue of the Preface, Dryden's last work, an excellent critical essay on Chaucer, Ovid, and Boccaccio, and one which is generally looked upon as the best example of his prose style.

A Bembridge Fable. By J. H. WHITEHOUSE. (2s. net. Cambridge University Press.)

A simple fable, by the headmaster of Bembridge, embodying the special aims and spirit of the school in a characteristic form.

Jungle John : a Book of the Big Game Jungles (Abridged). By J. BUDDEN. *With Notes and Questions* by T. H. ALLEN. (2s. Longmans.)

Adorned with such a generous collection of exquisite black and white illustrations, mostly of animals in vigorous action, the dullest book might easily pass muster with a class, but this book is anything but dull. The childhood of a motherless boy, John Blackadder, had been passed in the cool climate of the Northern mountain ranges of India, while his father's work as a Forest Officer lay in the jungles of the Central States. One day the father decides that his son shall pass a cold season camping with him in the jungle, and there John, under the guidance of an old hunter, Damroo, becomes not only acquainted with most of the birds, beasts, and fishes, but himself plays the rôle of hero in several notable adventures as he takes part with his father in hunting wild pig, panthers, and tigers. All the incidents are said to be founded on fact, and the author vouches for the correctness of his natural history.

Test Papers in English. By A. J. MERSON. (1s. 4d. Oxford University Press.)

A collection of exercises that would be found useful for practice and revision work among candidates for entrance scholarships and in the first year of the secondary school.

The Practical Elocution Book. By V. MACCLURE. (10s. 6d. net. Harrap.)

The art of elocution has for a long time been out of favour, partly because its professors have too seldom been representative of our best culture, partly because of the characteristic English dislike of studied speech. Yet whoever listens to English sermons, lectures and speeches, without wishing at times that the arts of reading and speaking were practised seriously and intelligently ? And can any one doubt that such practice would in itself be a valuable literary education ? Mr. MacClure's book should do something to revive the credit of the art. His chapters are interesting and practical, and so are the passages (many of them copyright) which he has chosen for analysis. He has moreover been fortunate in securing the help of some distinguished actors and actresses, who have marked passages for him in accordance with their ideas of interpretation.

A Book of Essays. Selected by H. BARNES. (1s. 6d. Harrap.)

The compiler has provided the young would-be essay writer with an attractive collection of masterpieces in his art. Of necessity the majority of these are old favourites, but a few modern examples go to show that the practice still flourishes.

(1) *Selections from Swift.* Edited by W. T. WILLIAMS and G. H. VALLINS. *Selections from Evelyn's Diary.* Chosen and Edited by H. A. TREBLE. (2s. each Methuen.)

Two admirable additions to Methuen's English Classics. The selections from Swift are chosen so as to give a general survey of his writings, and they are prefaced by an appreciation of his work and an account of his life and friends. It is not so difficult to do justice to the genius of Swift as it is to present in such a light as will induce sympathy and understanding. In this case he has been fortunate in his editors. The second book gives us "Evelyn's Diary" in a convenient and compact form. The editor's introduction deals with the history of the time, and he does not allow notes or comments to obtrude themselves and interrupt the sequence of the author's words. No young student of the seventeenth century should miss this edition.

A Dickens Dictionary. By ALEX. J. PHILIP. Second Edition, Revised and greatly enlarged by Alex. J. Philip and Lieut.-Colonel W. L. Gadd. (21s. net. Gravesend : "The Librarian." London : Simpkin, Marshall. Leipzig : Hedeler.)

The second edition of this work has been divided into two sections. The first, which occupies the greater part of the volume, contains the Dictionary itself, and the second a revised and enlarged index to the originals and prototypes of characters and places in the works of Charles Dickens. In addition there is a useful synopsis of the various works in chronological order. The Dictionary should prove of great assistance to students of Dickens and should have a place beside any collection of his works.

(1) *Lovers and Luggers.* By GURNEY SLADE. (7s. 6d. net.)
(2) *The General's Ring.* By SELMA LAGERLOF. (3s. 6d. Werner Laurie.)

(1) Daubeny Carshott meets and falls in love with beautiful Stella Raff who sends him pearl fishing to Western Australia. The story describes his adventures there and shows how true love is rewarded in the end. Full of witty conversation and exciting episodes, this account of the deeds of a modern brave knight for his lady fair makes amusing reading.

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A Junior Course of English Grammar. By A. M. WALMSLEY. Third Edition. (2s. 6d. University Tutorial Press.)
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Thomas Fuller. Selections. With Essays by CHARLES LAMB, LESLIE STEPHEN, &c. With an Introduction and Notes by E. K. BROADUS. (3s. 6d. Clarendon Press.)
Ways of Escape. By NOEL FORREST. Popular Edition. (3s. 6d. net. Constable.)
Jerusalem. Morocco (Au Maroc). By PIERRE LOTI. Translated from the French by W. P. BAINES. *Madame Prune (La Troisième Jeunesse de Madame Prune).* By PIERRE LOTI. Translated from the French by S. R. C. PLIMSOLL. Popular Edition. (6s. net each. Werner Laurie.)
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Canterbury Tales. By GEOFFREY CHAUCER. With an Introduction, Notes, and a Glossary, by J. M. MANLY. (10s. 6d. net. Harrap.)

(*Continued on page* 186)

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Affable Hawk in the *New Statesman:* "The book will be surprisingly fresh even to those who think that they know their English Aphorists well. . . . Grand generalisations; neat and faultless expressions of familiar thoughts; queer yet fascinating personal glimpses of a truth which may be another man's falsehood; much that will furnish material for speculation and sometimes occasion for astonishment; you will find specimens of each in this little book, which is the work of an editor who loves the art of expression, and is a fine judge of it."

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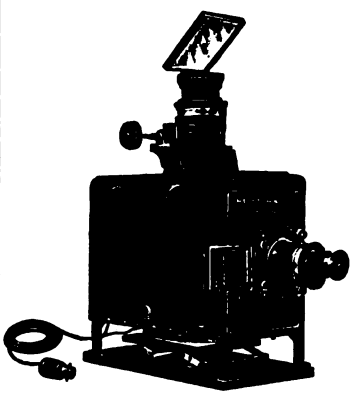

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SCIENCE

The General Properties of Matter. By Prof. F. H. NEWMAN and V. H. L. SEARLE. (25s. net. Benn.)

The authors endeavour to impart an understanding of the quantitative principles of physical science as required by students of physics, engineering, and chemistry; and they have succeeded in compiling a work which has distinctive features of the greatest value to readers who have a knowledge of the fundamental parts of the calculus. The first chapter, on General Principles, including weight, mass, laws of motion, rotational motion, moment of inertia, torsional oscillations and vectors, is followed by chapters on the acceleration of gravity, gravitation, gyroscopic motion, elasticity, surface tension, viscosity, the kinetic theory of matter, Fourier's theorem, osmosis and diffusion, vibrations, equations of motion, wave motion in liquids, and units and dimensions. A valuable feature of the book is the extensive bibliographies given at the end of each chapter. The fullness of treatment may be judged from the topics of the chapter on the acceleration of gravity: this includes Atwood's machine, body rolling down an inclined plane and down a concave surface, the conical pendulum, bifilar suspension, the compound pendulum, Kater's pendulum, variations of gravity, the shape of the earth, the quartz gravity balance, the Eötvös balance, and measurements at sea.

The Nature of the Physical World: Gifford Lectures, 1927. By Prof. A. S. EDDINGTON. (12s. 6d. net. Cambridge University Press.)

"The path of science must be pursued for its own sake, irrespective of the views it may afford of a wider landscape; in this spirit we must follow the path whether it leads to the hill of vision or the tunnel of obscurity. Therefore, till the last stage of the course is reached you must be content to follow with me the beaten track of science, nor scold me too severely for loitering among its wayside flowers." These sentences, taken from the author's preface, serve as an appropriate text to a series of lectures which contain, in a form which can be given only by a master-hand, a vast amount of philosophic reasoning which will assuredly claim the closest attention of every reader. Students who learnt their physics twenty or thirty years ago will have reason to think deeply whether the foundations of their beliefs are well established; and the general reader may attempt without hesitation to seek from the book some clear ideas as to relativity and the quantum theory; for, in contrast to most of the books on these subjects now available, there is no ponderous mathematics to delay the study of the text.

The Viscosity of Liquids. By E. HATSCHEK. (15s. net. Bell.)

Hitherto, all available information on viscosity could be obtained only by reference to several text books and to original papers. In this volume the author presents, without excessive mathematical treatment, as much of this scattered information as will give a sound general view of the subject. Besides giving the essential points of theory, the author describes in detail the experimental methods of leading observers. Students of chemistry will find the chapter on the viscosity of colloidal solutions to be of exceptional value.

A First Book of Experimental Science. By W. A. WHITTON. Revised and Enlarged Edition. (2s. 6d. Macmillan.)

This nicely printed and well-illustrated little text-book was published originally to meet the requirements of junior students in secondary schools, and more especially for candidates in the examinations for boy artificers in the Royal Navy. Recent extensions of the syllabus of this examination are fully met by this revised edition; and it can be recommended also for the Preliminary Technical Course, Part II, of the Union of Lancashire and Cheshire Institutes, and of the Union of Educational Institutions. It is appropriate also for the junior examinations of the Oxford and Cambridge Locals.

Introductory Qualitative Analysis. By Prof. J. CORNOG and Prof. W. C. VOSBURGH. (7s. New York: Macmillan.)

American teachers show the true scientific spirit in experimenting not only upon chemicals, but also upon methods of teaching. Profs. Cornog and Vosburgh have attempted to construct a course in qualitative analysis which shall present the essentials of practice and theory in "approximately one hundred clock hours or less of laboratory time." Needless to say, the treatment is often quite novel, and teachers who are faced with the difficulty of teaching qualitative analysis in the short and crowded periods of the school time-table, should find much to help them in the present book.

Elementary Science for Girls. By. A. ROYDS. (Paper 1s. 9d. Cloth, 2s. Arnold.)

Mr. Royds justly remarks that domestic "science" is largely empirical, and that very often the pupil fails to appreciate the scientific principles underlying the rules of health, recipes in cookery, and so on, which she has to memorize. He has therefore set out to lead students to build up for themselves rules and recipes on the foundation of a few simple scientific facts and laws. This reversal of the natural order of science is undoubtedly to be recommended in instances like the present one, and Mr. Royds' book should be instrumental in raising the standard of elementary scientific knowledge among girls.

Elementary Laboratory Experiments in Organic Chemistry. By Prof. R. ADAMS and Prof. J. R. JOHNSON. (8s. New York: Macmillan.)

A laboratory manual designed for first-year students in organic chemistry. The authors rightly lay stress upon the great importance of organic technique, and discourage attempts to prepare organic compounds before a certain facility in manipulation has been acquired. The list of preparations is interesting and includes several substances which, while easy and useful to prepare, are not usually "featured" in the school or elementary course, *e.g.* butyl cyanide, acetophenone, triphenylcarbinol, and hippuric acid. The instructions are clear and precise.

Field and Colliery Surveying: A Text-Book for Students of Mining and Civil Engineering Surveying. By T. A. O'DONAHUE and T. G. BOCKING. New and Revised Edition. (10s. 6d. net. Macmillan.)

A Class Book of Physical Chemistry. By Prof. T. M. LOWRY and Dr. S. SUGDEN. (6s. 6d. Macmillan.)

Everyday Science: A Course of General Science Related to Human Activities. By Dr. L. M. PARSONS. (8s. 6d. Macmillan.)

Statistical Mechanics: The Theory of the Properties of Matter in Equilibrium. Based on an Essay Awarded the Adams Prize in the University of Cambridge, 1923–24. By R. H. FOWLER. (35s. net. Cambridge University Press.)

Volumetric Analysis, with a Chapter on Simple Gravimetric Determinations. By A. J. BERRY. (6s. Cambridge University Press.)

Test Examinations in Mechanics. By A. S. PRATT. (1s. 6d. Methuen.)

The Principles of Applied Zoology. By Prof. R. A. WARDLE. (21s. net. Longmans.)

Wave Mechanics: Being One Aspect of the New Quantum Theory. By Dr. H. T. FLINT. (3s. 6d. net. Methuen.)

A Junior Elementary Chemistry. By W. LITTLER. (4s. Bell.)

Salt and the Salt Industry. By A. F. CALVERT. 2nd Edition. (3s. net. Pitman.)

Introduction to Theoretical Physics. By Prof. L. PAGE. (25s. net. Macmillan.)

Applied Chemistry: A Practical Handbook for Students of Household Science and Public Health. By Prof. C. K. TINKLER and HELEN MASTERS. Vol. I. *Water, Detergents, Textiles, Fuels, etc.* Second Edition, Revised. (15s. net. Crosby Lockwood.)

Sandals of Pearl. By EDITH HOWES. (6s. net. Dent.)

Agricultural Entomology. By D. H. ROBINSON and S. G. JARY. (15s. net. Duckworth.)

Chemistry in Daily Life. By Dr. S. GLASSTONE. (6s. net. Methuen.)

A Revision Course in Heat, Light, and Sound (To Matriculation Standard). By W. F. F. SHEARCROFT. (2s. 6d. Pitman.)

A Revision Course in Mechanics and Hydrostatics (To Matriculation Standard). By C. N. LEWIS. (2s. 6d. Pitman.)

We are informed by the "Health and Cleanliness Council," 5 Tavistock Square, London, W.C. 1, that the text-book for teachers, "Health and Cleanliness," by Dr. Muir and Dr. Green, which was reviewed in the September, 1928, issue of this *Journal* has been supplied by 145 Local Education Authorities to their teachers. A certain number of copies are still available without charge.

* * *

A vacation school will be held at the UNIVERSITY OF JENA next August. This will be the thirty-fifth of the series. Courses are offered in philosophy, psychology, pedagogy, science, phonetics, literature, music, and languages, and there are special courses in German for foreigners. Particulars can be obtained from the secretariat (Frl. Clara Blomeyer), Jena, Carl-Zeiss Platz, 3.

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Varia

The *Nineteenth Century* for February contains an interesting article on "The Future of the Headmasters' Conference," by Mr. N. Whatley.

* * *

We have received a copy of the special Biblical number of "The Celebration Bulletin," edited by Dr. F. H. Hayward. It contains four memorial celebrations, excellently arranged.

* * *

The Catholic Education Council, 15 George Street, Mansion House, E.C. 4, has prepared in pamphlet form an informative statement on the present position of Catholic Schools in England and Wales.

* * *

"Organizing Peace" is the title of a small pamphlet written by Dr. Maxwell Garnett, of the League of Nations Union. The account is also issued in the form of a lantern lecture illustrated by slides (on hire).

* * *

The Leeds Libraries Committee has issued a further series of "What to Read" pamphlets. The subjects dealt with are modern history, the evolution of music, biology, and zoology. Much excellent advice and lists of recommended books are found in each of the series.

* * *

The CAMBRIDGE UNIVERSITY PRESS has sent us a copy of its complete catalogue. It should scarcely be necessary to state that this alone is a substantial book. The catalogue is arranged under forty-four main subject headings in alphabetical order; there is a very full list of contents and an index including names of authors, editors, and subjects.

* * *

We have received from MESSRS. B. T. BATSFORD, LTD., an illustrated catalogue of their well-known publications on architecture, building construction, art, &c. The list should appeal mainly to teachers of arts and crafts. It is worth noting that Messrs. Batsford stock new and second-hand works, both English and foreign, and that they will supply selections of books on approval to schools.

Mr. A. E. Twentyman, formerly Librarian to the Board of Education, is giving three more lectures in his courses on "German Education since the War," on March 7th, 14th, and 21st, at King's College, London, at 5.30 p.m.

* * *

MESSRS GEORGE GILL & SONS, LTD., have issued a useful descriptive catalogue of their school publications, and have included in it cinema apparatus. Messrs. Gill have recently moved to new premises at Minerva House, Paternoster Square, London, E.C. 4.

* * *

MESSRS. MACMILLAN'S spring list of books to be published in the near future or recently published, contains the usual educational section we expect from this firm. The outstanding text-book of the list is Parson's "Everyday Science," which appears to be novel in scope and style.

* * *

The Rev. Prebendary H. J. R. Osborne is to give a series of lectures to teachers on "the teaching of religion," and "difficulties in the teaching of religion," on Tuesdays, at 5.30 p.m., commencing March 5th, at St. Margaret's School, Dean Farrar Street, Westminster.

* * *

During Lent, the Citizen House Players, Bath, will produce "Everyman," and this famous medieval morality will be staged and costumed in fifteenth century manner, the designs being taken from medieval manuscripts and tapestries. After its production in the Little Theatre it will be given in many churches and parishes in the adjoining counties.

* * *

FARADAY HOUSE OLD STUDENTS ASSOCIATION AND FARADAY HOUSE RUGBY CLUB. A dance is arranged for Tuesday, March 5th, at the Victoria Halls, Southampton Row (opposite Faraday House). Marius B. Winter's Dance Band will be in attendance, and there will be a running buffet through the evening. Demonstration Dancing will be given during the evening. Application for tickets should be made to the Hon. Secretary, Faraday House, O.S.A., Southampton Row, W.C. 1.

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TRANSFER of successful Day and Boarding School for Girls in **Yorkshire**. 80 day pupils and a few boarders. Gross Receipts, nearly £3,000 a year. Freehold premises: can be rented.—No. 5,913.

TRANSFER of old-established Boarding and Day School for Girls in **South-East Yorkshire, near the sea**. 30 to 40 day pupils and a few boarders. Magnificent premises in 3½ acres of ground. Rent, £130 per annum. Gross Receipts, £860. Room for expansion. Reasonable price accepted. —No. 5,959.

TRANSFER of good Middle-Class Boarding and Day School for Girls in the **Midlands**. About 60 pupils. Gross Receipts for the last year, over £3,000. Premises to be let at £150 a year or long lease could be purchased. Price for Goodwill, £1,000. Furniture, &c., at a valuation.—No. 5,938.

TRANSFER of Day School for Girls in **North-West Suburb of London**. 80 pupils, including 3 boarders. Fees, boarders, 90 guineas per annum; day pupils, 12 to 18 guineas per annum. Net Profit, between £800 and £900 per annum. Price, for Goodwill, School Furniture, and Freehold Premises, £3,000. Or might let premises. —No. 5,789.

TRANSFER of a Day School for Girls, with a few boarders, in a **good Residential Suburb of London**. About 65 pupils. Premises held on lease, at a nominal ground rent, with some 25 years to run. Gross Receipts, over £3,000 per annum. Price for transfer or Lease, Goodwill, and all School Furniture, £2,000.—No. 5,881.

TRANSFER of successful Day Preparatory School for Girls and little Boys **in North-West London**. 50 pupils. Receipts, £1,650. Profit, about £300. Premises on Lease. Reasonable price for Goodwill and Furniture.—No. 5,961.

TRANSFER of Day School for Girls in **North-West Suburb of London**. 57 pupils. Leasehold Premises at £120 per annum. Fees, 3 to 5½ guineas **per term**. Price for Goodwill, one term's fees. Furniture (including piano), about £100.—No. 5,950.

TRANSFER of Middle-Class Preparatory Day School for Girls, **near London**. 44 pupils. Freehold premises—well-built detached house with Garden, Tennis, Lawn, &c. Premises would be let. Gross receipts, £150. Price, for Goodwill and Furniture, £350. —No. 5,963.

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Directory of Educational Associations

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THE object is stated only when this is not obvious from the title or not known by general repute. Then follow—(*a*) The membership total, (*b*) the yearly subscription, (*c*) the Society's organ, (*d*) the telegraphic address, (*e*) the telephone number, (*f*) the date and place of next annual meeting, (*g*) the (honorary) secretary's name and office address.

Professional Bodies holding a qualifying Entrance Examination for membership or fellowship are distinguished thus :

[Fellow, F..... ; Associate, A.....]

Entries referring to " Appointments Boards," " Training of Teachers," " University Extension," will be found under these sub-headings.

The following no longer appear in the List for reasons stated :

The Governesses' Benevolent Society of Scotland, which has done useful work in assisting Scottish governesses in temporary difficulties, is giving up its Residence and Registry in Edinburgh in two months' time.

The Educational Facilities Association is " not now functioning."

We owe our best thanks to Secretaries for their promptitude in correcting slips.

Accountants and Auditors, Society of Incorporated.
[Fellow, F.S.A.A. ; Associate, A.S.A.A.] 4850. 10s. 6d. to £5 5s. (*c*) *The Incorporated Accountants' Journal.* (*d*) Incorpac, Cent, London. (*e*) City 6944 and 6945. (*f*) May 22, 1928, Cordwainers' Hall, 7 Cannon Street, E.C. 4. Mr. A. A. Garrett, B.A., B.Sc., F.C.I.S., Incorporated Accountants' Hall, Victoria Embankment, W.C. 2.

Accountants, Chartered, in Ireland, Institute of.
[Fellow, F.C.A. ; Associate, A.C.A.] 227. Fellows, £6 6s. ; Associates in Practice, £4 4s. ; Associates not in Practice, £1 1s. (*e*) Dublin 5469. (*f*) May, 1929. Mr. G. Brock, 41–42 Dawson Street, Dublin.

Accountants, Institute of Chartered, in England and Wales.
[Fellow, F.C.A. ; Associate, A.C.A.] 8,201. Fellows : London, £5 5s. ; Country, £3 3s. ; Associates, £2 2s. and £1 1s. (*c*) *The Accountant.* (*d*) Unravel, Ave, London. (*e*) London Wall 3650. (*f*) May 1, 1929, at Hall. Hon. George Colville, Moorgate Place, E.C. 2.

Accounts, London Association of.
[Fellows, F.L.A.A. ; Associates, A.L.A.A.] By examination. 2,800. Fellows, £4 4s. and £3 3s. ; Associates, £2 12s. 6d. and £1 11s. 6d. (*c*) *Certified Accountants' Journal.* (*d*) Laofact, Westcent, London. (*e*) Museum 5163. (*f*) May. Mr. J. C. Latham, F.L.A.A., A.S.A.A., 50 Bedford Square, London, W.C. 1.

Accountant-Lecturers' Association.
To provide an organization for accountants engaged in teaching and lecturing. Members must be Chartered or Incorporated Accountants. 10s. 6d. (*c*) Own *Bulletin.* (*e*) Clissold 3134. (*f*) London, October, 1929. Mr. M. Moustardier, F.S.A.A., F.C.I.S., 69 Downs Road, E. 5.

Actuaries, Institute of.
[Fellow, F.I.A. ; Associate, A.I.A.] 943. Fellow, £3 3s. ; Associate, £2 2s. ; Students, £1 1s. (*c*) Own *Journal.* (*e*) Holborn 1710. (*f*) First Monday in June. Lieut.-Col. H. J. P. Oakley, T.D., M.C., and G. S. W. Epps, C.B.E. ; Assistant Secretary, S. H. Jarvis, Staple Inn Hall, W.C. 1.

Adult Education, British Institute of.
(Great Britain and Northern Ireland.) Promote Adult Education in Society. 600. 6s. to £2 2s.. *Journal of Adult Education.* (*e*) Museum 9116. (*f*) London, May 4, 1929. Mr. J. W. Brown, 39 Bedford Square, W.C. 1.

Adult Education, World Association for.
To promote co-operation between adult educational institutions. 1,500. 6s. (*c*) Own Quarterly *Bulletin.* (*d*) Worladult, Westcent, London. (*e*) Museum 0867. (*f*) World Conference on Adult Education, Cambridge, August 22–29, 1929. Miss Dorothy W. Jones, 16 Russell Square, W.C. 1.

Adult School Union, National.
Adult education and social service. 50,000. (*c*) *One and All.* (*d*) Aduscolun phone London. (*e*) Museum 5492. (*f*) London, March 2–3, 1929. Mr. Ernest Dodgshun, B.A., 30 Bloomsbury Street, W.C. 1.

American University Union, British Division.
To serve as a bond between the Universities of the United States and those of European nations. Students and graduates of American universities become automatically members. (*d*) Ameriunio, Westcent, London. (*e*) Museum 5077. Mr. R. H. Simpson, 50 Russell Square, W.C. 1.

Agricultural Examination Board, National.
[Agriculture, N.D.A.] Apply to the Secretary, Roya Agricultural Society of England, 16 Bedford Square, W.C. 1 ; or Secretary, Highland and Agricultural Society, 3 George IV Bridge, Edinburgh.

Anglo-Belgian Union, Educational Sub-Committee.
900. £1. (*c*) *Anglo-Belgian Notes.* (*e*) Gerrard 8211. Mr. Algernon Maudslay, C.B.E., 35 Albemarle Street, W. 1.

Anglo-Danish Students' Bureau.
To give information on university and general educational matters. (*d*) Uniburb. (*e*) Museum 4108. Mr. J. H. Helweg, 50 Russell Square, W.C. 1.

Anglo-Italian Literary and Dante Society.
125. £1 1s. (*f*) December 4, 1929. Mrs. Stanley Roe, 74 Grosvenor Street, W. 1.

Anglo-Spanish Society.
450. £1 1s. (*e*) Mayfair 6583. (*f*) February, 1930. Mrs. C. E. Lovell, 5 Cavendish Square, W. 1.

Apothecaries, Society of.
[Licentiate, L.M.S.S.A.] (*e*) City 6034. Mr. Frank Haydon, Court of Examiners, Apothecaries' Hall, Water Lane, E.C. 4.

APPOINTMENTS BOARDS.

University of Birmingham.
(*e*) B'ham Cent. 2149. Mr. John H. Costain, M.A., The University, Edmund Street, Birmingham.

University of Cambridge.
(*d*) Appointments, Cambridge. (*e*) 627. Mr. H. A. Roberts, M.A., Secretary ; Assistant Secretaries : Mr. R. S. Goodchild, M.A. (Education) ; Mr. O. V. Guy, D.S.O., M.C., M.A., and Mr. W. N. C. van Grutten, O.B.E., M.C., M.A., A.M.Inst.C.E. (Engineering). University Offices, St. Andrew's Street, Cambridge.

Durham Colleges.
(*d*) University Offices, Durham. (*e*) Durham 10. Mr. H. G. Theodosius, University Offices, 38 N. Bailey, Durham.

University of Edinburgh.
Mr. T. A. Joynt, The University, Edinburgh.

University of Glasgow.
(*e*) Western 3999. Mr. J. Thomson, M.A., B.Sc., Ph.D., F.R.S.E., The University, Glasgow.

University of Leeds.
(*d*) Leeds University. (*e*) Leeds 20251. Mr. W. R. Grist, B.Sc. Lond., The University, Leeds.

University of Liverpool.
(*e*) Royal 5460. Mr. S. Pryce Parry, M.A., The University, Liverpool.

University of London.
5s. (*d*) Becomburo, Westcent, London. (*e*) Museum 6344. Mr. H. J. Crawford, B.A., 46 Russell Square, W.C. 1.

Oxford University Appointments Committee.
(*d*) Appointments, Oxford. (*e*) Oxford 3225. Mr. C. E. D. Peters, Acland House, 40 Broad Street, Oxford.

University of St. Andrews.
The Secretary, Alumnus Association, The University, St. Andrews.

University of Sheffield.
(*e*) 24337. Mr. J. R. Clarke, M.Sc., University of Sheffield.

University of Wales.
5s. (*d*) University, Cardiff. (*e*) 1785. Mr. D. Brynmor Anthony, M.C., M.A., University Registry, Cathays Park, Cardiff.

Archaeological Aids Committee. Association for Reform of Latin Teaching.
To supply visible and tangible aids to the teaching of antiquity in schools. 27. £1 1s. ; 10s. 6d. after second year of membership. (*c*) *Latin Teaching.* (*f*) August, 1929. Miss Weavers, Eden Hall, Penrith.

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Architects, Royal Institute of British.
[Fellow, F.R.I.B.A.; Associate, A.R.I.B.A.; Licentiate, L.R.I.B.A.] 1,477, Fellows, £5 5s.; 2,459, Associates, £3 3s.; 2,016, Licentiates, £3 3s. (c) Own *Journal*. (d) Ribazo, Piccy, London. (e) Mayfair 0434 and 0435. (f) May, 1928, London. Mr. Ian MacAlister, M.A., 9 Conduit Street, London, W. 1.

Architectural Education, Board of Royal Institute of British Architects).
Mr. Everard J. Haynes, B.A. (Oxon.), 9 Conduit Street, W. 1.

Art Masters, National Society of.
[Fellows, F.S.A.M.] 800. £1 11s. 6d. (full-time teachers); 15s. (part-time). Probationary Members, 10s. 6d. (c) Own *Journal*. (e) Museum 0658 and 0659. (f) January. Mr. Alfred Shuttleworth, A.R.C.A., 29 Gordon Square, W.C. 1.

Arts, Royal Society of.
3,000. £3 3s. (c) Own *Journal*. (d) Praxiteles, Westrand, London. (e) Gerrard 5610. (f) June, at Society's house. Mr. G. K. Menzies, M A., 18 John Street, Adelphi, W.C. 2.

Art Teachers' Guild.
For those interested in the teaching of Art. 300. 15s. (c) *The Record*. (f) January, 1930. Miss M. Lenn, 29 Gordon Square, W.C. 1.

Assistant Masters in Secondary Schools, Incorporated Association of.
8,000. £2 2s. (c) *The A.M.A.* and *Year Book*. (d) Incorama, Westcent, London. (e) Museum 0658, 0659, and 3433. (f) January 1930. Mr. G. D. Dunkerley, B.Sc., A.R.C.S., 29 Gordon Square, W.C. 1.

Assistant Mistresses in Secondary Schools, Association of (Incorporated).
6,400. £1; Associate, 5s. (e) Museum 0658 and 0659. (f) January, 1930, University College, London. Mrs. Gordon Wilson, 29 Gordon Square, W.C. 1.

Associated Board of The Royal Academy of Music and The Royal College of Music for Local Examinations in Music.
(d) Associa, London. (e) Museum 1710. (f) July. Mr. James Muir, 14 and 15 Bedford Square, London, W.C. 1.

Association of Special Libraries and Information Bureaux.
400. Members, £2 2s.; Associate Members, £1 1s. (d) Asliburo, Westcent, London. (e) Fitzroy 1010. (f) Trinity College, Cambridge, September 20–23, 1929. Mr. S. S. Bullock, 26 Bedford Square, W.C. 1.

Astronomical Association, British.
For the encouragement of the study of astronomy. School affiliation fee annually, £1 1s. Secretary, Education Committee, Mr. E. O. Tancock, Wellington College, Berks.

Blind, College and Association of Teachers of the.
400. 10s. (c) *The Teacher of the Blind*. (e) Museum 9701. (f) June, London. Miss M. M. R. Garaway, National Institute for the Blind, Great Portland Street, W. 1.

Board of Education.
(e) Victoria 9800. Sir Aubrey V. Symonds, K.C.B., Whitehall, S.W. 1.

Board of Education Library.
Open Monday to Friday, 10–5; Saturday, 10–1. King Charles Street, Whitehall, S.W. 1.

Book-Keeping Teachers, Association of (Ltd. by Guarantee).
[Fellow, F.B.T.; Associate, A.B.T.; Member, M.B.T.] 500. Fellows, 12s. 6d.; Associates, 10s.; Members, 5s. (c) *The Book-Keepers' Magazine*. (e) Gillingham (Kent) 5765. (f) Essex Hall, Essex Street, London, February 22, 1930. Mr. W. J. A. Knight-Rawlings, F.I.S.A., 109 Rock Avenue, Gillingham, Kent.

British Drama League.
To promote a right relation between Drama and the Life of the Community. 2,800. £1 1s. (c) Drama. (e) Gerrard 8011. (f) 8 Adelphi Terrace, W.C. 2, Jnne 28th, 1929. Mr. Geoffrey Whitworth, 8 Adelphi Terrace, W.C. 2.

British and Foreign School Society.
The promotion of popular education at home and abroad. £1 1s.; Life, £10 10s. (c) *Educational Record*. (e) Central 7969. (f) May, 1929. Mr. E. N. Fallaize, 114 Temple Chambers, E.C. 4.

British Association for the Advancement of Science.
3,500. Life, £15; annual £1 10s. and £1. (c) *Annual Report*. (d) Sciasoc. (e) Gerrard 7213. (f) South Africa. Mr. O. J. R. Howarth, O.B.E., Burlington House, W. 1. Educational Science Section: Mr. G. D. Dunkerley, B.Sc., A.R.C.S., 29 Gordon Square, W.C. 1.

British Universities League of Nations Society.
To promote international understanding; study international relations; and make known the aims of the League of Nations. 5,000. Minimum, 1s. (c) *The New Ambassador*. (d) Freenats, Knights, London. (e) Sloan. 6161. (f) Geneva, third week in August, 1929. Mr. C. W Judd, 15 Grosvenor Crescent, London, S.W. 1.

British Science Guild, The.
Membership, 10s.; Fellowship, 20s. (e) Regent 5089. Miss A. D. L. Lacey, 6 John Street, Adelphi, W.C. 2.

Bureau of Public Education.
To correct and to distribute information on public education. 71. 5s. (d) Edulabasso, Holb., London. (e) Museum 5750. Miss M. L. Simeon, 16 Harpur Street. London, W.C. 1.

Cadet Association, Public Secondary Schools.
90 Affiliated Corps. £1 1s. per Corps. (c) *Camp Magazine*. (f) June (first week), Birmingham. Colonel J. Huck, O.B.E., Stationers' School, Hornsey, N. 8.

Cambridge Highest Grade Schools Examinations Syndicate.
(e) Cambridge 1658. Mr. T. G. Bedford, M.A., 61a St. Andrew's Street, Cambridge.

Cambridge Local Examinations Syndicate.
(d) Syndicate, Cambridge. (e) Cambridge 579. Mr. W. N. Williams, M.A., Syndicate Buildings, Cambridge.

Carnegie United Kingdom Trust.
(c) Annual Report. (d) Ameliorate, Dunfermline. (e) Dunfermline, 398. (f) March 8, Dunfermline. Lt.-Col. J. M. Mitchell, O.B.E., M.C., M.A., Comely Park House, Dunfermline.

Catholic Colleges and Convent Schools, Conference of.
150. £1. Very Rev. Mgr. Gonne, M.A., St. Bede's College, Manchester.

Central Employment Bureau and Students' Careers Association (incorporated).
To help educated women to find suitable work. £1 1s. (c) *Women's Employment*. (d) Centembur, Westcent, London. (e) Museum 7396. Miss M. G. Spencer, O.B.E., 54 Russell Square, W.C. 1.

Central Library for Students.
Lends books through local public, county, or university libraries. Books in print costing less than 6s., fiction, and the set text-books required for examinations are not supplied. Every endeavour is made to supply any other type of book, pamphlet, or periodical. No charge, other than the cost of postage, is made for the loan of books. Applications must be made through the librarian of the local library and not direct to the Central Library for Students, Galen Place, Bury Street, London, W.C. 1.

Chemistry, Institute of (Royal Charter, 1885; Founded 1877).
[Fellow, F.I.C.; Associate, A.I.C.] Fellows, 1,855. £2 2s.; Associates, 3,703, £1 11s. 6d.; Students, 700, 10s. (c) *Journal and Proceedings*. (e) Museum 2406. (f) March 1, 1929, at the Institute. Mr. Richard B. Pilcher, O.B.E. F.C.I.S., 30 Russell Square, London, W.C. 1.

Child Study Association of America.
54 West 74th Street, New York, N.Y., U.S.A.

Child Study Society, London.
For the scientific study of children. 500. 10s. 6d. and 7s. 6d. (c) *Proceedings*. (e) Victoria 3739. (f) April, 1929. Mr. W. J. Durrie Mulford, 90 Buckingham Palace Road, S.W. 1.

Church Education Corporation.
(d) 34, c/o Citizenry, Churton, London. (e) Victoria 3319. Mr. Chas. C. Osborne, 34 Denison House, Westminster, S.W. 1.

Church Schoolmasters' and Schoolmistresses' Benevolent Institution.
14,000. 2s. 6d. (c) *School Guardian*. (d) Nat. Society Vict. (e) Franklin 6435. (f) June, London. Mr. Tom M. Pettitt, 21 Great Peter Street, Westminster, S.W. 1.

Class Teachers, National Federation of.
8,000. 1s. (c) *The Class Teacher*. (f) September, 1929. Mr. W. H. Robinson, 268 Ellesmere Road, Sheffield.

Classical Association.
Over 2,000. 5s. and 5s. entrance fee. (c) Own *Proceedings*. (f) Cardiff, 1929. Mr. E. Norman Gardiner, D.Litt., Triangle Offices, 61, South Molton Street, London, W. 1.

Classical Association of Scotland.
303. 5s. (c) Own *Proceedings*. (f) March 16, 1929, Glasgow. Mr. James Paterson, M.A., Lecturer in Greek, University, Glasgow.

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College of Preceptors.
[Fellow, F.C.P.; Licentiate, L.C.P.; Associate, A.C.P.] 700. 10s. 6d., holders of College diplomas; £1 1s. others. (*d*) Preceptors, Westcent, London. (*e*) Holborn 7548. (*f*) March 22, 1929, at Office. Mr. G. Chalmers, Bloomsbury Square, W.C. 1.

Commerce Degree Bureau.
University of London. Assists External Students studying for London B.Com. Degree and other analogous work. (*d*) Becomburo, Westcent, London. (*e*) Museum 6344. Mr. H. J. Crawford, B.A., 46 Russell Square, W.C. 1.

Commerce, Faculty of Teachers in.
[Fellows, F.F.T.Com.; Associates, A.F.T.Com.] 800. From 10s. 6d. to £1 1s. (*c*) *Teacher in Commerce.* (*e*) Edgbaston, 1701. (*f*) Whitsuntide, Scarborough. Mr. A. James, 110 Portland Road, Edgbaston, Birmingham.

Commercial Teachers, National Union of.
Restricted to Fellows or Associates of Association of Bookkeeping Teachers, Ltd., Society of Pitman's Certificated Teachers of Shorthand, Inc.; Incorporated Society of Commercial Teachers. 2,000. Mr. E. C. Whitlock, 28 Queen's Avenue, Whetstone, N. 20.

Commercial Teachers, The Incorporated Society of.
[Fellow, F.C.T.; Associate, A.C.T.] 200. 12s. 6d. (*c*) *The Commercial Teacher.* (*e*) City, Manchester 0188. (*f*) July, Manchester. Mr. T. Booth Brown, 63 Deansgate Arcade, Manchester.

Conference of Educational Associations.
Affiliated associations, 52. Not exceeding 1,000 members, £2 12s. 6d.; 1,000–2,000, £3 13s. 6d.; 2,000–3,000, £4 14s. 6d.; 3,000–5,000, £5 15s. 6d.; 5,000–8,000, £6 16s. 6d.; over 8,000, £10 10s. (*c*) Report issued in March. (*e*) Museum 0658. (*f*) January, 1930, University College, London. Miss M. A. Challen, B.A., 29 Gordon Square, W.C. 1.

Continuative Teachers' Association.
Those engaged in the work of the L.C.C. Evening Institutes. 1,000. 2s. (*c*) *The Continuative Teacher.* (*f*) London Day Training College, December 2, 1929. Mr. W. J. Kenyon, 33 Queen's Road, Finsbury Park, N. 4.

County Councils Association.
(*c*) *Official Gazette.* (*d*) Combined, Churton, London. (*e*) Victoria 0299. (*f*) March 27, 1929, London. Mr. S. M. Johnson, 84 Eccleston Square, S.W. 1.

Dalcroze Eurhythmics, London School of.
(*d*) Eurhythm, Westcent, London. (*e*) Museum 2294. Miss Alice Weber, 23 Store Street, W.C. 1.

Dalcroze Society, Inc., The.
217. Teachers, 7s. 6d.; non-Teachers, 10s. 6d.; Life-Membership, £5 5s. (*c*) *The Journal.* (*e*) Mus. 1876. (*f*) At end of year. Miss Gladys M. Draycott, B.A., 17 Gower Street, W.C. 1.

Dalton Association.
156. 5s. Teachers; 10s. Non-teachers. (*c*) *New Ideals Quarterly.* (*e*) Kensington 9929. (*f*) January, 1930. Conference of Educational Associations, University College, Gower Street, W.C.1. Miss Belle Rennie, 20 Princes Gardens, London, S.W. 7.

Dairy Examination Board, National.
[Dairying, N.D.D.] Apply to Secretary, National Dairy Examination Board, 16 Bedford Square, London, W.C.

Deaf, Council of Principals of Institutions and Schools for the.
70. 5s. (*f*) September, 1929, London. Mr. W. Carey Roe, B.A., Royal Institution for the Deaf, Derby.

Deaf, National College of Teachers of.
473. 10s. (*c*) *Teacher of the Deaf.* (*e*) Sydenham 3744. (*f*) March 9, 1929, Baptist Church House. Mr. A. F. Boyer, School for the Deaf, Versailles Road, Anerley, S.E. 20.

Deaf, Teachers of the, National College of, Incorporated, Scoto-Irish Branch.
To further the cause of deaf education. 97. 10s. (*c*) *Teacher of the Deaf.* Mr. J. S. Barker, Royal Deaf Schools, Edinburgh.

Deaf, Union of Teachers of, on the Pure Oral System.
100. 2s. 6d. (*e*) Sloane 8026. (*f*) April (end of). Miss V. T. Salmon, 12 West Eaton Place, London, S.W. 1.

Decimal Association.
Adoption of Decimal Coinage and Metric Weights and Measures. 400–500. £1 1s.; Associates, 10s. 6d. (*c*) *Decimal Educator.* (*d*) Central 2250. (*e*) Central 2250. Miss E. Merry, 230 Finsbury Pavement House, E.C. 2.

Dental Board of the United Kingdom.
(*d*) Dentiboard, Eusroad. (*e*) Langham 2501. (*f*) May, at Office. Mr. Norman C. King, 44 Hallam Street, W. 1.

Directors and Secretaries for Education, Association of.
217. £2. (*f*) January, 1930, London. Mr. F. H. Toyne, B.A., 54 Old Steine, Brighton.

Domestic Studies, National Council for.
(*e*) Rusholme, Manchester 446. (*f*) November, London. Examination Secretary, Miss K. M. Buck, 30 Gordon Square, W.C. 1.

Domestic Subjects, Association of Teachers of.
1850. 15s. (*c*) *Housecraft.* (*e*) Museum 0658. (*f*) June 15, Birmingham. Miss K. Mildred Buck, 30 Gordon Square, W.C. 1.

Drawing Society, The Royal. Incorporated 1902.
(*d*) Roydrasoc Parl, London. (*e*) Victoria 5933. (*f*) January, 1930. Miss E. Rust, 18 Queen Anne's Gate, Westminster, S.W. 1.

East Midland Educational Union.
110. (*c*) Own *Report, Handbook,* and *Prospectus.* (*d*) Emeu, Nottingham. (*e*) 2972. (*f*) Nottingham, June, 1929. Mr. L. Hitchman, 14 Shakespeare Street, Nottingham.

Economic History Society.
800. 10s. 6d. (*c*) *Economic History Review.* (*f*) July, 1929, London School of Economics. Dr. Tickner, Ellastone, Askew Road, Northwood, Middlesex, and Dr. Eileen Power, 20 Mecklenburgh Square, W.C. 1.

Education Authorities in Scotland, Association of.
37. (*e*) Edinburgh (Central 23620). (*f*) May 22, 1928. Mr. W. H. Mill, Solicitor Supreme Courts, 58 Castle Street, Edinburgh.

Education Committees (England, Wales, and Northern Ireland) Association of.
260. 3 to 19 guineas. (*c*) *Education.* (*f*) Second week of June, Blackpool. Mr. Percival Sharp, Thornhurst, Clarkehouse Road, Sheffield.

Education Committees, Wales and Monmouthshire, Federation of.
27. £2 2s. to £8 8s. (*e*) Cardiff 2663, Merthyr, 249. Mr. John J. Jackson, B.A., Director of Education, Cardiff, and Mr. Rhys Elias, M.A., Director of Education, Merthyr Tydfil.

Education Guild, The.
To promote co-operation and facilitate interchange of opinion among all persons interested in the study and practice of education. Minimum £1 1s. (*e*) Terminus 4838. (*f*) January, 1930. 10 Brunswick Square, W.C. 1.

Education in Industry and Commerce, The Association for.
For the encouragement of definite educational work in industrial and commercial undertakings. 80 (chiefly firms). Associated firms, £5 5s.; individuals, £1 1s. (*c*) *Periodical Reports.* (*f*) June, 1929, London. Mr. R. W. Ferguson, B.Sc., 36 Linden Road, Bournville, Birmingham.

Educational Handwork Association.
An Association for the development of modern School practices; 3,500, 5s. (*c*) *Educational Handwork.* (*f*) Sunderland, May 24, 1929. Mr. Wm. Osborn, 24 St. Ives Grove, Armley, Leeds.

Educational Institute of Scotland.
For those engaged in teaching in Scotland. [Fellow, F.E.I.S.] 22,855. £1 2s. 6d. (*c*) *Scottish Educational Journal.* (*d*) Institute, Edinburgh. (*e*) Edinburgh 23216 and 23217. Mr. T. Henderson, B.Sc., F.E.I.S., 47 Moray Place, Edinburgh.

Educational Institutions, Union of.
79. (*d*) Unedin, Birmingham. (*e*) Central 3788. (*f*) October 26, 1929, Birmingham. Mr. A. Percy Dent, A.I.S.A., 174 Corporation Street, Birmingham.

Educational Settlements Association.
Minimum, £1 1s. (*c*) *The Common Room.* (*e*) Terminus, 6600. (*f*) July 5–8, 1929, Birmingham. 150 Southampton Row, W.C. 1.

English Folk Dance Society.
1,500 London, 15,541 County Branches. £1 1s. (*c*) *Journal* and *E.F.D.S. News.* (*d*) Museum 4580. Commander H. B. Worsley, D.S.O., R.N., 107 Great Russell Street, W.C. 1.

Esperanto Association, British (Incorporated).
[Fellow, F.B.E.A.] 2,000. 5s. (*c*) *British Esperantist.* (*d*) Esperanto, Westcent, London. (*e*) Holborn 4794. (*f*) Whitsuntide, Canterbury. Mr. Montagu C. Butler, L.R.A.M., 142 High Holborn, W.C. 1.

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Eugenics Society.
670. 21s. or 10s. (*c*) *Eugenics Review.* (*d*) Heredity (Sowest) London.. (*e*) Sloane 2086. (*f*) Royal Society, Burlington House, May 9, 1929. Dr. R. A. Fisher, Dr. D. Ward Cutler, and the Hon. Mrs. Grant Duff, 20 Grosvenor Gardens, S.W. 1.

Federal Lectures Board.
(Child Study Society, Dalton Association, Froebel Society and Junior Schools Association, Nursery Schools Association). (*e*) Holborn 7544. Miss M. G. Ostle, c/o The Froebel Society, 4 Bloomsbury Square, London, W.C. 1.

Federal Council of Associations of Teachers in Bristol, Somerset, Wiltshire, and Gloucestershire.
35. £1 1s. (*f*) November, 1929. Mr. A. R. Iveson, Willsbridge, Bristol.

Federation of University Women's Camps for Schoolgirls.
To help schoolgirls to know and to serve Jesus Christ and to bring them into fuller fellowship with His Church. (*c*) *Camp Annual.* (*e*) Vic. 6963. Miss Marjorie E. T. Stewart, 170 Victoria Street, S.W. 1.

Food Education Society, Incorporated.
Education in dietetics and hygiene. (*c*) *National Health.* (*f*) Museum 3433 (three lines). Mr. Charles E. Hecht, M.A., 29 Gordon Square, W.C. 1.

Friends, Central Education Committee of the Society of.
(1) General Education: Mr. Francis H. Knight, M.A., Friends' House, Euston Road, N.W. 1. Tel. 8164 Museum. (2) Sunday Schools and Children's Work. Friends' House, Euston Road, N.W. 1. Tel. 8164 Museum. (3) Adult Education; Mr. R. Davis, 23 Fox Hill, Selly Oak, Birmingham. Tel. 8 Selly Oak.

Friends' Guild of Teachers.
310. 6s. (*e*) Great Ayton 4. (*f*) Reading, January, 1930. Mr. J. Knox Taylor, B.A., Friends' School, Great Ayton, Yorks.

Froebel Educational Institute, The Incorporated.
Training College for Teachers, Grove House, Roehampton Lane, S.W. 15. Demonstration School, Colet Gardens, West Kensington, W. 14.

Froebel Society and Junior Schools Association. (Founded 1874.)
To further the best methods and ideals in education. 2,500. 7s. 6d. (*c*) *Child Life.* (*e*) Holborn 7544. (*f*) January, 1930. Miss M. G. Ostle, 4 Bloomsbury Square, W.C. 1.

Froebel Union, National.
The Examining Board for the Froebel examinations. (*e*) Regent 5605. Miss H. M. C. Coutts, B.Sc., 18 Adam Street, Adelphi, London, W.C. 2.

Geographical Association.
To encourage the study of geography. 4,449. 10s. and 6s. (*c*) *Geography.* (*d*) Fleure, University, Aberystwyth. (*f*) Hull, April 5–8, 1929. London, January, 1930. Prof. H. J. Fleure, D.Sc., 11 Marine Terrace, Aberystwyth.

Geographical Society, Royal.
6,300. £3. (*c*) *Geographical Journal.* (*d*) Obterras, Southkens, London. (*e*) Kens. 2648. (*f*) June 24, 1929, Aeolian Hall. Mr. A. R. Hinks, C.B.E., F.R.S., Kensington Gore, S.W. 7.

Geological Society.
1,283. Three guineas. (*c*) Own *Quarterly Journal.* (*f*) Third Friday in February, 1929. Mr. L. L. Belinfante, M.Sc., Burlington House, W. 1.

Geologists' Association, The.
1086. 10s. (*c*) *Proceedings.* February 7, 1930. University College, London. Mr. E. E. S. Brown, F.G.S., 22 Wisteria Road, Lewisham, S.E. 13.

Gilchrist Educational Trust.
(*e*) Central 5928. The Very Rev. D. H. S. Cranage, Litt.D., 1 Plowden Buildings, Temple, E.C. 4.

Girls' Friendly Society.
(*c*) *The Workers' Journal.* (*d*) August, Sowest, London. (*e*) Victoria 3524 and 3525. Miss Mytton, Townsend House, Greycoat Place, S.W. 1.

Girls' Public Day School Trust, Ltd., The.
(*e*) Victoria 5835. (*f*) July, 1929, Broadway Court, Westminster. Mr. A. Maclean, Broadway Court, Westminster, S.W. 1.

Governesses' Benevolent Institution. (Incorporated by Royal Charter, 1848.)
10s. (*e*) Central 3121. (*f*) May 3, 1929. Criterion Restaurant. Mr. A. F. Mullins, 5 Arundel Street, Strand, W.C. 2.

Graduates, London, The Twentieth Century Society of.
750. 2s. 6d. (*e*) Museum 0937. Mr. G. F. Troup Horne, BM/XXth, London, W.C. 1.

Guild of the British Institute (University of Paris).
6 rue de la Sorbonne, Paris.

Graduates in Music, Union of.
600. 5s. (*c*) Own *Roll.* Mr. Charles Long, Mus.B., Oxon., c/o University of London, South Kensington, S.W. 7.

Grammatical Reform, Standing Committee on.
To promote the use of uniform terminology for all languages. Miss Edith Hastings, 180 Elm Park Mansions, S.W. 10.

Guildhall School of Music.
(*d*) Euphonium, Fleet, London. (*e*) Central 4459. Mr. H. Saxe Wyndham, John Carpenter Street, Victoria Embankment, E.C. 4.

Handicraft Teachers, The Institute of (Incorporated).
To promote educational handwork and the professional interests of its members. [The Institute's College of Handicraft; Fellow, F.Coll.H.; Member, M.Coll.H.; Associate, A.Coll.H.] 1,320. 17s. 6d. (*c*) *Practical Education and School Crafts* and *The Junior Craftsman.* (*d*) Judd, Brighton. (*f*) Easter, 1930. 124 Belgrave Road, S.W. 1.

Headmasters' Conference.
To discuss educational questions which affect schools in close connexion with Oxford and Cambridge Universities. 171 (including 24 Oversea Dominion Schools). £1 1s. (*c*) Own *Bulletin.* (*d*) 54 Temple. (*e*) Central 0251. (*f*) December, 1929. Mr. W. A. Bulkeley-Evans, C.B.E., M.A., 5 Paper Buildings, Temple, E.C. 4.

Head Masters, Incorporated Association of.
790. £2 2s. (*c*) Own *Review.* (*e*) Museum 0658. (*f*) January, 1930. Mr. W. Jenkyn Thomas, Hackney Downs School, Clapton, London, E. 5., and Mr. F. R. Hurlstone-Jones, Holloway School, Hilldrop Road, N. 7, 29 Gordon Square, W.C. 1.

Headmistresses' Association (Incorporated 1896).
560. £2 2s. (minimum); Overseas, £1 1s. (*e*) Museum 0658. (*f*) June 14 and 15, 1929, Leeds Girls' High School. Miss Ruth Young, 29 Gordon Square, W.C. 1.

Head Teachers, National Association of.
7,755. 5s. (*c*) *Head Teachers' Review.* (*e*) Harrow 2741. (*f*) Bath, May 18–21, 1929. Mr. R. J. Shambrook, B.A., 46 Carlton Avenue, Kenton, Harrow.

Health and Cleanliness Council
For health education and propaganda. Open to Education Authorities, &c. (*c*) *Occasional Bulletin.* (*e*) Museum 8031. (*f*) London, March 20, 1929. Miss Norah March, B.Sc., 5 Tavistock Square, London, W.C. 1.

Historical Association, The.
4,750. 10s. or 5s. (*c*) *History.* (*e*) Museum 6848. (*f*) London, January, 1930. Mr. F. J. Weaver, M.A., 22 Russell Square, W.C. 1.

Historical Society, Royal.
To encourage Historical Research. 1,045. £2 2s. (*c*) *Transactions.* (*e*) Museum 0476. (*f*) Second Thursday in February, 1929, 22 Russell Square, W.C. 1. Mr. H. E. Malden, M.A., 22 Russell Square, W.C. 1.

Home-Reading Union, National.
To encourage reading and to guide the general reader in the choice and use of books. 3,000. 7s. 6d. (*c*) *The Reader.* (*e*) Museum 3902. (*f*) May, 1929, Council Room, 16 Russell Square. Miss D. Shelmerdine, 16 Russell Square, W.C. 1.

Independent Schools Association, Incorporated.
To protect the interests of efficient schools under private management. 1,000. £1 1s. (*c*) *The Independent School.* (*e*) South 1574. (*f*) January, 1930, University College, London. Rev. C. Whitfield, M.A., St. Hilda's, Moseley, Birmingham.

Industrial Welfare Society (Incorporated).
1,000. (*c*) *Industrial Welfare.* (*e*) Victoria 6442 and 9563. (*f*) November, at Office. Mr. G. L. Perry, 51 Palace Street, S.W. 1.

Inspectors of Schools and Educational Organizers, National Association of.
280. £1 1s. (*f*) Probably October, London Day Training College. Mr. W. L. Timms, Amberley House, Amberley Road, London, N. 15.

Institut Français du Royaume Uni.
To promote knowledge of French language, history, thought, life, &c. 1, 3, or 5 guineas, with special reductions to teachers. (*e*) Kensington 9411, 9412. Secretary, 1–7 Cromwell Gardens, S.W. 7.

Inter-Collegiate Scholarships Board, London.
Mr. S. C. Ranner, M.A., King's College Hospital, S.E. 5.

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International Association for Commercial Education.
1,450. 2s. 6d. (*c*) *International Review for Commercial Education.* (*f*) Amsterdam, September 2–5, 1929. Dr. A. Sâtt, Schanzenberg 7, Zurich. British Representative, Mr. N. Skene Smith, B.Com. (Lond.), 5 Onslow Gardens, Wallington, Surrey.

International Council of Women (Education Committee).
(*c*) Own *Bulletin.* (*e*) Victoria 3217. (*f*) April 29 to May 8, 1929. Miss E. M. Zimmern, 117 Victoria Street, S.W. 1.

International Educational Society.
The use of the latest mechanical devices, especially the gramophone, for education. (*e*) Victoria 1868. Mr. E. J. King, M.C., 91 Petty France, Westminster, S.W. 1.

International Federation of Teachers' Associations.
497,600. 25 dollars plus 2 dollars per 1,000 members. (*c*) *Bulletin.* (*f*) Bellinzona, April 6–8, 1929. Monsieur Louis Dumas, 2 rue de Montpensier, Palais-Royal, Paris, 1e.

Ireland Association of Secondary Teachers.
To safeguard rights of lay Secondary Teachers. 300. Members and Associates, £2 10s. in ten monthly payments of 5s. (*c*) *Irish School Weekly.* (*e*) Ballsbridge 229. (*f*) April 2 and 3, 1929, University College, Cork. Mr. T. J. Burke, 3 Anglesea Road, Ballsbridge, Dublin.

Irish National Teachers' Organisation.
12,500. 30s. (*c*) *Irish School Weekly.* (*d*) Teachers, Dublin. (*e*) 2917. (*f*) Waterford, April 1 to 6, 1929. Mr. T. J. O'Connell, T.D., 9 Gardiner's Place, Dublin.

Irish Schoolmistresses, Central Association of.
50. 5s. Miss L. O. Rowlette, B.A., 55 Fitzwilliam Square, Dublin.

Joint Agency for Women Teachers.
(*e*) Museum 0658. (*f*) March, 1929. Registrar, Miss C. C. Wright, 29 Gordon Square, W.C. 1.

Joint Scholastic Agency, Ltd.
(*d*) Educatorio, Westcent, London. (*e*) Museum 3433. Mr. E. A. Virgo, 29 Gordon Square, W.C. 1.

King Alfred School Society.
To establish and carry on schools to give practical expression to the best theories of education extant. £1 1s. (*c*) *The King Alfred Magazine.* (*e*) Speedwell, 2999. (*f*) November, 1929, at Offices. Miss E. M. Hibburd, Manor Wood, North End Road, N.W. 11.

Lancashire and Cheshire Institutes, Union of.
A federation of the Education Committees of Lancashire, Cheshire, Derbyshire, Westmorland, Flintshire, and the Isle of Man. (*d*) Institutes, Manchester. (*e*) City 6959. (*f*) October, 4, 1929, Wigan. Mr. G. J. Walmsley, M.Sc., 33 Blackfriars Street, Manchester.

Latin Teaching, Association for the Reform of.
Improvement of Latin (and Greek) in Schools. 350. 5s. (*c*) *Latin Teaching.* (*f*) Eden Hall, Penrith, August 6–17, 1929. Miss M. F. Moor, 45 High Street, Old Headington, Oxford.

League of Nations Union.
750,000. Foundation, £1; ordinary 3s. 6d. or 1s. (*c*) *Headway.* (*d*) Freenat, Knights, London. (*e*) Sloane 6161. Dr. J. C. Maxwell Garnett, C.B.E., Sc.D., 15 Grosvenor Crescent, S.W. 1.

League of the Empire.
Furtherance of Imperial education and interchange of teachers. £1 1s. and 10s. (*c*) *League of the Empire Review* (*d*) Empirlea, Churton, London. (*e*) Victoria 3094. (*f*) July, 1931. Triennial Conference. Mrs. Ord Marshall, C.B.E., 124 Belgrave Road, S.W. 1.

Legal Education, The Council of.
Established by the four Inns of Court to superintend the education and examination of students for the English Bar. (*e*) 4665 Holborn. Mr. John Felix Waley, M.A., 15 Old Square, Lincoln's Inn, W.C. 2.

Leplay House.
To promote education in citizenship by regional surveys, etc. 10s. (minimum). (*c*) *Observation* and *Sociological Review.* (*e*) Victoria 0571. Miss E. W. Spear, 65 Belgrave Road, Westminster, S.W. 1.

Library Association, The.
[Fellow, F.L.A.; Associate, A.L.A.] 1,000. 10s. 6d. (*c*) *The Library Association Record* (Quarterly). (*e*) Museum 4534. (*f*) Brighton, September 9–14, 1929. Mr. Guy W. Keeling, 26–27 Bedford Square, W.C. 1.

La Ligue de l'Enseignement.
5 fr. (*c*) *Bulletin.* (*f*) January, 1930. Monsieur Nicolas Smelten, Boulevard Maurice Lemonnier, 110, Bruxelles, Belgique.

Ling Association of Teachers of Swedish Gymnastics.
1,200. £1 (*c*) Own *Leaflet.* (*e*) Terminus 4766. (*f*) January, 1929, London. Miss D. N. Wilkie, 10 Mecklenburgh Square, W.C. 1.

Linguists, Institute of.
To promote the study of foreign languages and the interests of British linguists. [Fellow, F.I.L.; Associate, A.I.L.] 400. (*c*) *Linguists' Review.* (*f*) March 9, 1929. London. Mr. A. Cozens Elliott, B.A., 105 Loughborough Road, West Bridgford, Nottingham.

Loan Funds.
The Pfeiffer Fund, the Caroline Ashurst Biggs Fund, the Helen Blackburn Fund, the Mrs. Haweis Fund, the Louisa Lady Goldsmid Fund, the "Susan Elizabeth Fortescue" and Educated Women Workers' Loan Training Fund, and the Clara Evelyn Mordan Fund. All these funds are to help students in paying fees for professional or technical training. Apply to the Society for Promoting the Training of Women (Women's Loan Training Fund). 10s. (Life, £5.) (*e*) Sloane, 2834. Miss Edith Hare, 251 Brompton Road, S.W. 3.

London Chamber of Commerce, The (Incorporated).
8340. £3 3s. to £5 5s. (*c*) Own *Journal.* (*d*) Convention. Cannon, London. (*e*) Mansion House 5427. (*f*) April, July, and November, 1929; February, 1930. Principal, Commercial Education Dept., Mr. Robert E. T. Ridout, F.I.S.A., A.C.P., Oxford Court, Cannon Street, E.C. 4.

London Head Teachers' Association.
1793. £1 1s. (*c*) *London Head Teacher.* (*e*) Clerkenwell 1730. (*f*) November 25. Mr. D. H. Cassels, St. John's National School, New North Road, Hoxton, N. 1.

London Parochial Charities (Central Fund).
Income is spent mainly in furtherance of technical education in London. Mr. Ernald R. Warre, 3 Temple Gardens, E.C. 4.

London Teachers Association (London County Assoc. of N.U.T.).
15,600. £1 11s. (*c*) *London Teacher.* (*e*) Central 0896 and 0897. (*f*) February, 1929. Mr. W. J. Pincombe, J.P., 11 Pilgrim Street, E.C. 4.

Mary Ward Settlement.
Provides training in practical work for students preparing for public and voluntary social and civic service, and residence for social workers, and foreign visitors interested in education and social work. (*e*) Museum 0337. (*f*) November, 1929. The Director, 36–37 Tavistock Place, W.C. 1.

Mathematical Association.
Members and Associates, 1,700. 15s. (Life subscription, 10 guineas.) (*c*) *Mathematical Gazette.* (*e*) Chiswick 0361. (*f*) January, 1930. Mr. C. Pendlebury, 39 Burlington Road, Chiswick, London, W. 4.; and Miss M. Punnett, London Day Training College, Southampton Row, London, W.C. 1.

Mathematical Society, London.
420. £2 2s. (*c*) Own *Proceedings* and *Journal.* (*f*) November 14, 1929. Prof. G. N. Watson, and Mr. F. P. White, Burlington House, W. 1.

Matriculation Board, Joint. (The Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham.)
(*d*) Diploma, Manchester. (*e*) Ardwick, 2821. Mr. J. M. Crofts, M.A., D.Sc., 315 Oxford Road, Manchester.

Medical Education and Registration, General Council of.
(*d*) Genmedicum, Eusroad, London. (*e*) Langham 2500. (*f*) May, at Office. Mr. Norman C. King, 44 Hallam Street, W. 1.

Mental Welfare, Central Association for.
To assist in specialized training of medical officers, teachers, social workers, and others concerned with the care and training of defectives. 290. 5s. upwards. (*c*) *Mental Welfare.* (*e*) Victoria 7875. (*f*) July 8, 1929, Caxton Hall. Miss Evelyn Fox, 24 Buckingham Palace Road, S.W. 1.

Mind Association.
16s. (*c*) *Mind.* Mr. G. R. G. Mure, Merton College, Oxford. (*f*) June or July, 1929; University College, Nottingham.

Ministry of Education for Northern Ireland.
(*d*) Education, Belfast. (*e*) Belfast 5161. Mr. A. N. Bonaparte Wyse, M.A., C.B.E., Parliament Buildings, Belfast.

Miniature Rifle Clubs, Society of.
Promotes competition between School Rifle Clubs. Clubs, 10s. (1,777); Individuals, 1s. (10,000). (*c*) *The Rifleman.* (*d*) Rifleshot, Estrand. (*e*) Gerrard 2932. (*f*) April 20, Birmingham. Mr. George Pethard, 15 Arundel Street, W.C. 2.

Modern Humanities Research Association.
For Graduates of recognized universities. 800. 7s. 6d. (*c*) *Modern Language Review.* (*f*) Leipzig, July, 1929. Prof. E. Allison Peers, The University, Liverpool.

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Modern Language Association.
1,400. 10s. 6d. (*c*) *Modern Languages.* (*e*) Kensington 9411. (*f*) January, 1930, London. Mr. F. Renfield, M.A., LL.M., 3 Cromwell Gardens, S.W. 7.

Montessori Society, London.
500. 10s. (*c*) *Montessorian.* (*f*) January, 1930, at University College, London. Miss Dean, 70 Victoria Street, S.W. 1.

Music, Royal Academy of.
For the Cultivation of the Science of Music. [Fellow, F.R.A.M.; Associate, A.R.A.M.; Licentiate, L.R.A.M.] (*d*) Counterpoint, London. (*e*) Welbeck 5461 (4 lines). Mr. A. Alger Bell, York Gate, Marylebone Road, N.W. 1.

Musicians, Incorporated Society of.
The maintenance of the honour and interests of the musical profession. 2,000. £1 1s. (*c*) *The Report.* (*d*) Scherzo, Wesdo, London. (*e*) Museum 7877. (*f*) Chester, January 1, 1930. Mr. Frank Eames, 19 Berners Street, W. 1.

Music Masters' Association.
130. (*f*) First week in January, London. Mr. A. Rawlinson Wood, Arunlea, Worthing Road, Horsham.

Music Teachers' Association.
1,600. £1 1s. or 12s. 6d. (*c*) *Music Teacher.* (*e*) Mayfair 6760. (*f*) October 26, 1929, Aeolian (Small) Hall, New Bond Street, W. 1. Mr. Welton Hickin, F.R.A.M., Aeolian Hall, New Bond Street, W. 1.

National Education Association.
To promote and defend the principles of national education; efficient, progressive, free, unsectarian, and under popular control. 5s. (*d*) Anew, Parl., London. Mr. A. J. Mundella, Caxton House, Westminster, S.W. 1.

National Education Association [U.S.A.]
(*c*) *Journal.* 1201 16th Street Northwest, Washington, D.C., U.S.A.

National Society, The.
Promoting the Education of the Poor in the Principles of the Church of England. 4,000. From £1 1s. (*c*) *School Guardian.* (*d*) National Society, Sowest, London. (*e*) Victoria 6881. (*f*) May 7. Mr. R. Holland, 19 Great Peter Street, S.W. 1.

National Union of Teachers.
128,000. £1 1s., plus local subscription. (*c*) *Schoolmaster.* (*d*) Curriculum, Kincross, London. (*e*) Museum 1570, 1571, and 9474. (*f*) Easter, 1929, Llandudno. Mr. F. W. Goldstone, M.A., Hamilton House, Mabledon Place, W.C. 1.

Needlework, London Institute of.
(*e*) Victoria 0571. Miss Ida T. Cutler, 65 Belgrave Road, S.W. 1.

New Education Fellowship.
2,500. £1 1s., including magazine and use of library. (*c*) *The New Era.* (*e*) Museum 1109. Miss Dorothy Matthews, 11 Tavistock Square, W.C. 1.

New Ideals in Education Conference.
(*c*) *New Ideals Quarterly.* (*e*) Pinner 706. (*f*) April 1–6, 1929, Malvern Girls' College. Mrs. Collins, Fairacre, Wiltshire Lane, Eastcote, Middlesex.

North of England Education Conference.
Education Offices, Newcastle-on-Tyne. 900. 5s. (*e*) Harrogate 3288. (*f*) Harrogate, January 2, 3, and 4, 1930. Mr. J. H. Hallam, M.A., M.Sc., and Mr. W. E. C. Jalland, M.Sc., Education Offices, Haywra Crescent, Harrogate.

Nursery School Association of Great Britain, The.
511. 5s. (*d*) Appleton-le-Moors, Sinnington. (*f*) January, 1930, University College, London. Miss Grace Owen, B.Sc., M.Ed., 20 Prince's Gardens, South Kensington, London, S.W. 7.

Organists, Royal College of.
[Fellow, F.R.C.O.; Associate, A.R.C.O.] £1 1s. (*c*) *Musical Times.* (*e*) Western 1765. Registrar, Alan W. Shindler, M.A., Kensington Gore, S.W. 7.

Oversea Settlement of British Women, Society for the.
(*d*) Mitigator Parl. (*e*) Victoria 8540. (*f*) May 29, 1929. Miss A. C. Franklin, Caxton House West, Tothill Street, London, S.W. 1.

Oxford and Cambridge Schools Examination Board.
(*e*) 1658 Cambridge, 3549 Oxford. Mr. T. G. Bedford, M.A., 61a St. Andrew's Street, Cambridge. Mr. C. H. Wilkinson, M.A., 40 Broad Street, Oxford.

Oxford Local Examinations.
(*d*) Locals, Oxford. Secretary of Local Examinations, Merton Street, Oxford.

Parents' Association.
10s. (*e*) Mayfair 4180. Mrs. R. Croom-Johnson (Honorary), 56 Manchester Street, W. 1.

Parents' National Educational Union, Incorporated.
15s. 6d. (*c*) *Parents' Review.* (*d*) Parenunion. (*e*) Victoria 0479. (*f*) July, London. Miss Whyte, 26 Victoria Street, S.W. 1.

Phonétique Internationale, Association.
To promote the study of phonetics. Membre adhérent, 8s.; membre actif, 12s. *Le Maître Phonétique.* Prof. Daniel Jones, University College, London, W.C. 1.

Physical Education Association, Secondary Schoolmasters'.
200. 5s. (*c*) *Pamphlet.* (*f*) May 10, 1929. Mr. F. H. Jenner, The Grammar School, Eastbourne.

Physical Education, National Association of Organizers of.
175. £1 1s. (*c*) Own *Pamphlet.* (*d*) Education Office, Leopold Street, Sheffield. (*e*) Sheffield 22214. (*f*) February 28, 1930. Mr. Henry A. Cole, Saxonholme, Clarkson Street, Sheffield.

Physical Training, British Association for, The Incorporated.
[Member, M.B.A.P.T.] (*c*) *Physical Education.* (*f*) January, 1929. Mr. T. Williams, 25 Chalcroft Road, Lee, S.E. 13.

Physical Education (Women), Scottish League for.
200. 10s. (*c*) *Journal of School Hygiene and Physical Education.* (*f*) Moray House, Edinburgh, March 28, 1929. Miss Joan Kirk, 8 Baxter Park Terrace, Dundee.

Physics, Institute of.
Exemption from the qualifying examination may be granted to holders of alternative qualifications. [Fellow, F.Inst.P.; Associate, A.Inst.P.] Fellows, 326. £2 2s.; Associates, 170, £1 1s. (*e*) Kensington 2180. (*f*) May 21, 1929, at Offices. Mr. Thomas Martin, M.Sc., 1 Lowther Gardens, Exhibition Road, London, S.W. 7.

Playing Fields Association, The National.
To secure adequate playing fields and proper playgrounds for all, and to save existing open spaces and sports grounds. (*e*) Victoria 9274–5. (*f*) May, 1929. Mr. Laurence W. Chubb, 71 Eccleston Square, S.W. 1.

Preparatory Schools, Incorporated Association of.
Members must possess a degree or registration, and be heads of schools containing no boys over the age of fifteen. 700. £1 5s.; entrance fee, £2 2s. (*c*) *Preparatory Schools Review.* (*e*) Beaconsfield 79. (*f*) December, 1929. Mr. Hugh C. King, Byeways, Beaconsfield, Bucks.

Professeurs de Français en Angleterre, Société Nationale des.
250. 10s. 6d. (*c*) *Le Français.* (*f*) January 26, 1929. Monsieur de Parrel, 7 Red Lion Square, W.C. 1.

Protestant Schools in Ireland, The Incorporated Society for Promoting.
(*e*) Dublin 62530. (*f*) May 13, 1929. Rev. W. J. Mayne, M.A., 48 Kildare Street, Dublin.

Psychological Society, British; Education Section.
400. £1 1s. to B.P.S.; 5s. to Education Section. (*c*) *British Journal of Psychology.* (*e*) Mountview 6547. Miss M. McFarlane, Ph.D., 23b North Hill, Highgate, N.

Public Schools Employment Bureau.
Home employment section, to secure work in this country for boys educated at schools represented at Headmasters' Conference. Migration Section, concerned with boys educated at Conference or other secondary schools who desire to enter a college in a British Possession, or to farm in one of the Overseas Dominions. (*e*) Central 0251. Mr. W. Bulkeley-Evans, C.B.E., M.A., 5 Paper Buildings, Temple, E.C. 4.

Private Schools, Association of Headmistresses of Recognized.
To further interests of education on independent lines, and promote free interchange of teachers between all recognized schools, public and private. 100. £1 1s. (*f*) University Women's Club, Audley Square, W., May 31, 1929. Miss H. M. Stranger, Gunnerside School, Plymouth.

Representative Managers, The, of London Elementary Schools.
350. 4s. (*c*) *School Child.* Mr. J. N. Duddington, 19 Onslow Gardens, Highgate, N. 10.

Scholars' International Correspondence (Modern Language Association).
(*c*) *Modern Languages.* Boys: Miss King, 17 Park Crescent, Oxford. Girls: Mr. F. Renfield, M.A., LL.M., 3 Cromwell Gardens, S.W. 7.

School Attendance Officers' National Association.
Mr. T. A. Simms, 55 Clive Street, Burnley, Lancs.

School Journey Association.
To advocate the School Journey as a desirable factor in the education of the child. 3,000. 2s. 6d. (*c*) *The School Journey Record.* (*e*) New Cross 4238. (*f*) December 5, 1929. Mr. H. W. Barter, 35 Parkview Road, Addiscombe, Croydon.

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Schoolmasters' Association (Ireland).
90. 10s. (*f*) October, 1929, Dublin. The Rev. C. B. Armstrong, B.D., St. Columba's College, Rathfarnham, Dublin.

Schoolmasters, National Association of.
All schoolmasters recognized by the Board of Education who are not members of an Association of Teachers that has adopted the principle of "equal pay," or is opposed to the policy of "separate consideration," are eligible for membership. About 7,000. 18s., plus local fee. (*c*) *The New Schoolmaster.* (*e*) Museum 8088. (*f*) Easter, 1929, Leicester. Mr. A. E. Warren, 59 Gordon Square, W.C. 1.

Schoolmasters, Society of.
For relief of necessitous secondary schoolmasters, 10s. for two successive years, or £5 in one sum. Mr. H. J. C. Marshall, O.B.E., College of Preceptors, Bloomsbury Square, W.C. 1.

School Nature Study Union.
1,593. 4s. (*c*) *School Nature Study.* (*e*) Rodney 3056. (*f*) February, University College. Mr. H. E. Turner, 1 Grosvenor Park, Camberwell, S.E. 5.

Science Masters' Association.
1,450. 10s. (*c*) *School Science Review.* (*f*) London, January 1–4, 1930. Mr. I. M. Bankes-Williams, Lincoln House, London Road, Harrow, Middlesex (General); Mr. E. Nightingale, Rostherne, Carlisle Avenue, St. Albans (Annual Meeting).

Science Teachers, Women, Association of.
555. 10s. (*c*) *School Science Review.* (*f*) February, 1930. London, Miss M. E. Birt, St. Paul's Girls' School, Brook Green, W. 6.

Scientific Workers, Association of.
To promote the cause of science and to improve the status of the scientific worker. 2,000. 10s. (*c*) *The Scientific Worker.* (*e*) Vict. 5803. (*f*) February, 1930, London. Major A. G. Church, D.S.O., M.C., B.Sc., F.R.G.S., 25 Victoria Street, S.W. 1.

Scottish Education Department.
Mr. W. W. McKechnie, Dover House, Whitehall, S.W. 1; and at 14 Queen Street, Edinburgh.

Secondary School Teachers' War Relief Fund.
(Registered under the War Charities Act, 1916.) Supplementing pensions of dependants of disabled and killed secondary teachers. Committee is representative of all Secondary School Associations. (*c*) *The A.M.A.* (*d*) Incorama, Westcent, London. (*e*) Museum 0658 and 0659. Mr. G. D. Dunkerley, 29 Gordon Square, W.C. 1.

Secular Education League.
To secure State neutrality towards religion in State-aided schools. 600. (*e*) Victoria 6842. (*f*) April 18, 1929. Mr. H. Snell, M.P., 1 Little George Street, S.W. 1.

Selborne Society.
£1 1s. and 5s. (*c*) *Selborne Magazine.* (*e*) Ealing 0642. Mr. W. M. Webb, The Hermitage, Hanwell, W. 7.

Simplified Spelling Society.
3,500. (*c*) *The Pioneer of Reformed Spelling.* (*d*) Cafe-Wallsend. (*e*) Wallsend 15. Miss Patricia F. E. Marley, The Cafe, Station Road, Wallsend-upon-Tyne.

Southwark Diocesan Schools Association and London Diocesan Board of Education (Incorporated).
Lectures for Teachers. (*e*) Victoria 6790. Rev. Canon A. W. Maplesden, Church House, Westminster, S.W. 1.

Speech Training, Association of Teachers of.
128. 10s. (*c*) Own *Leaflet.* (*e*) Streatham 5930. (*f*) Oxford, August. Mrs. Wigglesworth, 16 Hillbury Road, S.W. 17.

Student Christian Movement of Great Britain and Ireland.
11,500. (*c*) *The Student Movement.* (*d*) Indefessus, Gold, London. (*e*) Speedwell 2311. (*f*) July 18–22, 1929, Swanwick, Derbyshire. Canon Tissington Tatlow, D.D., Annandale, Golders Green, N.W. 11.

Teachers' Registration Council, The.
(Established by Act of Parliament and Constituted by Orders in Council.) Registration fee, £2. No subscription. (*c*) *Official List of Registered Teachers.* (*d*) Teregiscon, Westcent, London. (*e*) Museum 2479. Mr. Frank Roscoe, M.A., 47 Bedford Square, W.C. 1.

Teachers' Training and Registration Society, The.
56. 2s. 6d. minimum. (*e*) Willesden 0449. (*f*) June, 1929. Miss A. J. Isaacs, Maria Grey Training College, Brondesbury, N.W. 6.

Teachers' University Scholarship Committee, Drapers' Hall.
Makes grants from funds provided by the Drapers' Company, to enable male teachers in training to enter Oxford or Cambridge. Dr. Curzon, 54 Lawrie Park Road, Sydenham, S.E. 26.

Technical Institutions, Association of.
Dr. H. Schofield, Loughborough College, Loughborough, Leicestershire.

Technical Institutions, Association of Principals of.
154. £1 5s. (*e*) Brighton 4105. (*f*) February 27, 1930, London. Dr. W. M. Varley, The Technical College, Brighton.

Technical Institutions, Association of Teachers in.
1,800. Full-time teachers, 30s.; part-time teachers, 10s. 6d. (*c*) *The Technical Journal.* (*e*) Museum 0658. (*f*) May 28, 1929, Liverpool. Mr. J. Wickham Murray, M.A., 29 Gordon Square, London, W.C. 1.

Technical Institutions in Ireland, Association of Principals in.
(*f*) Sligo, June 12. Mr. P. Hickey, Municipal Technical Institute, Enniscorthy, Co. Wexford.

Technical Institutions in Northern Ireland, Associations of Principals of.
26. 10s. (*c*) *Technical Education.* (*f*) Belfast, June 1. Mr. Colin A. Binnie, Technical School, Carrickfergus.

Tonic Sol-fa College (Incorporated 1875).
[Fellow, F.T.S.C.; Licentiate, L.T.S.C.; Associate, A.T.S.C.] Holds Examinations and trains Teachers. 4,000. (*f*) May 11, 1929, London. Mr. Walter Harrison, M.A., Mus.Bac. (Oxon.), 26 Bloomsbury Square, W.C. 1.

Toynbee Hall University Settlement.
(*e*) Central 3120. Mr. J. J. Mallon, 28 Commercial Street, Whitechapel, E. 1.

Training Colleges, Council of Principals of.
100. 5s. Miss Lloyd-Evans and Miss Richards, Furzedown Training College, Welham Road, Mitcham Lane, S.W. 17.

Training College Association.
780. £1. (*c*) *Forum of Education* and *Training College Bulletin.* (*e*) Victoria 1390. (*f*) January, 1929, London. Miss Anderson, Whitelands College, Chelsea, S.W. 3.

TRAINING OF TEACHERS.

Aberdeen Committee.
(*e*) 2872. William A. Edward, M.A., D.Litt., The Training Centre, St. Andrew Street, Aberdeen.

Teachers' Training Syndicate, University of Cambridge.
(*e*) Cambridge 357. Mr. F. E. E. Harvey, M.A., Warkworth House, Cambridge.

Edinburgh Provincial Committee.
(*e*) 25142. Prof. Godfrey H. Thomson, Director of Studies, Provincial Training College, Moray House, Edinburgh.

National Committee.
(*e*) Edinburgh 23618. Mr. J. R. Peddie, M.B.E., M.A., D.Litt., 140 Princes Street, Edinburgh.

Oxford University.
Department for the Training of Teachers. Mr. George Smith, M.A., 15 Norham Gardens, Oxford.

St. Andrews Provincial Committee.
(*e*) Dundee 4559. Prof. William McClelland, M.A., B.Sc., B.Ed., The Training College, Park Place, Dundee.

Trinity College of Music, London.
Also holds Examinations in Music for Teachers' and Local Certificates. (*d*) Musicatus, Wesdo, London. (*e*) Mayfair 0627. Mr. C. N. H. Rodwell, 13 Mandeville Place, London, W. 1.

Union of Jewish Women.
(Educational activities), to assist educated Jewesses, to advise and help them to train through loans, to place them, &c. 1,150. 5s. (minimum). (*e*) Pad. 0352. (*f*) February, 1929. Miss Eileen Van Noorden, 33 Manchester Street, W. 1.

Universities Bureau of the British Empire.
Transacts business common to the Universities, represents them with Public Authorities and foreign countries. (*d*) Uniburb, Westcent, London. (*e*) Museum 5164. Dr. Alex Hill, M.A., 50 Russell Square, W.C. 1.

Universités et Écoles Françaises, Office National des.
French official educational office. (*e*) Kensington 9411, 9412. M. L. E. Genissieux, c/o Institut Français, 1–7 Cromwell Gardens, S.W. 7.

UNIVERSITY EXTENSION.

Birmingham.
Apply, The Registrar, The University, Edmund Street, Birmingham.

Joint Board for the University of Bristol, the University College, Southampton, and the University College of the South-West of England, Exeter.
(*e*) Bristol 8497. Mr. John H. Nicholson, M.A., The University, Bristol.

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Cambridge University Board of Extra-Mural Studies.
(*c*) *Cambridge Bulletin of Extra-Mural Studies.* (*d*) Stuart House, Cambridge. (*e*) Cambridge 1859. Mr. G. F. Hickson, M.A., Stuart House, Cambridge.

Durham Committee. (Board for Extra-Mural Studies.)
(*e*) Durham 10. Rev. E. G. Pace, D.D., Hatfield College, Durham.

Leeds Committee.
The University, Leeds. (*d*) University, Leeds. (*e*) Leeds 20251.

University of Liverpool.
Extra-Mural Work of the University. (*e*) Royal 4573. Mr. E. Hickinbotham, University Extension Board, The University, Liverpool.

University of London.
University Extension Board. (*d*) University, Southkens, London. (*e*) Kensington 7000. Mr. John Lea, M.A., University of London, South Kensington, S.W. 7.

Manchester University Committee for Extra-Mural Work.
(*e*) Manchester: Ardwick 2681. Mr. H. P. Turner, M.A., LL.M., The University, Manchester.

Nottingham.
A constituent Committee of the Delagacy for Extra-Mural studies, University College, Nottingham. (*e*) Nottingham 40021. Prof. R. Peers, M.A., University College, Nottingham.

Oxford Delegacy for Extra-Mural Studies.
(*c*) *Rewley House Papers.* (*d*) Extramural, Oxford. (*e*) Oxford 2524. Rev. F. E. Hutchinson, M.A., Rewley House, Wellington Square, Oxford.

United Associations of Great Britain and France.
For the promotion of the Entente. 1 guinea. (*c*) *Journal of the United Associations.* (*e*) Ambassador 9447. Captain B. S. Townroe, 16 Hanover Square, London, W. 1.

University Students. National Union of Students of the Universities and University Colleges of England and Wales.
30,000. 5s. (*c*) *The University.* (*d*) Museum 4924 and 9579. (*e*) Undergrad-Eusroad, London. (*f*) November 1–4, 1929, London. Mr. R. Nunn May, 3 Endsleigh Street, London, W.C. 1.

University Teachers, Association of.
1,200. 15s. (*c*) *The Universities Review.* (*d*) College, Aberystwyth. (*e*) Aberystwyth 115. (*f*) May 31 to June 1, 1929, Swansea. Prof. R. Douglas Laurie, M.A., University College of Wales, Aberystwyth.

University Women, British Federation of.
2,871. 10s. (*c*) Own *Report.* (*e*) Kensington 0019. (*f*) Birmingham, July, 1929. Miss Kathleen Johnston, B.A., Crosby Hall, Cheyne Walk, S.W. 3.

University Women, International Federation of.
To promote understanding and friendship between the university women of the nations of the world. Thirty-one affiliated national federations of university women graduates. Each national federation subscribes yearly according to membership. 46,600. (*d*) Ifederuw, Sowest. (*e*) Kensington 0018. (*f*) Geneva, August, 1929. Miss Theodora Bosanquet, Crosby Hall, Chelsea, S.W. 3.

University Women Teachers (Incorporated), Association of.
To improve the status of university women teachers. 2,667. 5s. (*d*) Communitas, Westcent. (*e*) Museum 3127. (*f*) January 1930, London. Mrs. B. Brough, 107 Great Russell Street, London, W.C. 1 (third floor).

Welsh Secondary Schools Association.
135. £1 1s. (*c*) *Secondary Schools Review.* (*e*) Ystalyfera 29. (*f*) May, 1929, London. Mr. Henry Rees, B.A., Barrister-at-Law, Ystalyfera, Glam.

Welsh Teachers, Union of.
To secure due recognition for the Welsh Language, Literature, and History in the National System of Education in Wales. 350. 2s. 6d. (*c*) *Yr Athro* (The Teacher). (*d*) 14 Lôn y Parc, Aberdare. (*e*) Aberdare 150. (*f*) January, 1930. Mr. David O. Roberts, 14 Lôn y Parc, Aberdare, Glam.

Women Teachers, National Union of.
To secure equal opportunities and equal pay in the teaching service for women and men of the same professional status. £1. (*c*) *The Woman Teacher.* (*e*) Museum 2768. (*f*) Canterbury, January, 1930. Miss E. E. Froud, 39 Gordon Square, W.C. 1.

Workers' Educational Association.
The promotion of the higher education of working men and women. 2,359 affiliated societies, 26,300 members, 459 branches. District Societies, varies, about £1 1s. National Societies, varies, about £5 5s. Individuals, varies. (*c*) *The Highway.* (*e*) Museum 5750. Mr. J. W. Muir, 16 Harpur Street, Theobalds Road, W.C. 1.

World's Federations of Education Associations.
To bring the five million teachers of the world into more fruitful and sympathetic relations with one another. 37 organizations with about 2,000,000 teachers and parents. (*c*) *News Bulletin.* (*d*) Williams, Columbia, Missouri. (*e*) 1147. (*f*) Geneva, Switzerland, from July 28 to August 4, 1929. Mr. C. H. Williams, 101 Jesse Hall, Columbia, Missouri, U.S.A.

Correspondence

FREE DISCIPLINE IN SCHOOLS

So many varying reports on free discipline in schools are heard, that it would be interesting to have reliable information as to its practise and results.

Too often we may have gone from one extreme to the other, from that of rigid immobility and silence on the child's part, to that of irrepressible freedom of speech and action. The child has become happier and his development more natural, and so it has certainly been a move in the right direction.

Naturally the question occurs: Has this new phase of psychological education affected both heads and staffs of schools to the detriment of their health and efficacy as teachers and disciplinarians? If in the past the teacher was more or less a tyrant to youth, and not always a just one at that, is youth now in its turn becoming a tyrant and doing as much harm to the teacher indirectly, as formerly, the latter may have done to the pupils? In how many instances have the heads of schools departed, partly or altogether, from central discipline, comforting themselves with the thought that absence of outward discipline is better for the child and will soonest lead to self-control, forgetting that the staff, which has not the same power as the head, has a right to be considered as well in this matter?

To quote from the press: "At the annual conference of Educational Associations, one speaker declared that the child must be helped to some sort of freedom in which self-control replaces disciplinary control. But surely, self-control can, for the majority of individuals, only be attained as the results of disciplinary control. The development of individuality is to be commended, but the theory that the child should develop his own individuality along his own lines, aided by expert advice, but uncontrolled by adult authority is certain to fail, since it ignores the basic fact of human society, that each of its members must submit to some control and must accept some form of discipline. Moreover, experience proves that the men who are most self-reliant, and who have been able most successfully to develop their individual powers, are just those men who have been submitted to a long and rigorous training. On the other hand, the age that cavils at discipline, and that is inclined to let each child do what it likes, is producing a generation, not strongly individualist, but entirely to pattern—men and women who think alike, act alike, and dress alike, with no imagination and no zest."

These words are certainly those of a thoughtful writer, though they contain pros and cons, which might certainly give rise to warm discussions.

When in schools of 500 to 700 pupils, the children are allowed to make as much noise as they like, in the passages and schoolrooms, in the intervals during the day without any outward control of self-discipline being apparent, there is something wrong with this new phase of education. When in such a school the head has almost, or entirely, done away with central control,

(*Continued on page* 208)

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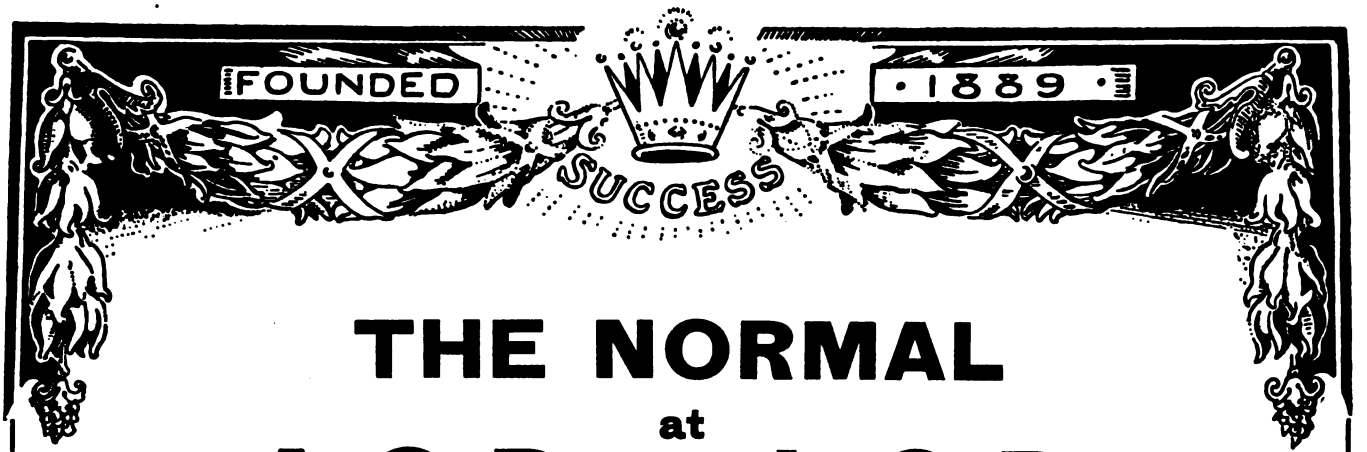

THE NORMAL
at
A.C.P. and L.C.P.

In all parts of the Kingdom pupils of the Normal have been successful

449 LEES ROAD, OLDHAM.
February 8, 1929.

DEAR SIR,

Doubtless you will be as pleased as I am to learn that I have been successful at the A.C.P. Examination held last month, and that I am now entitled to the full Diploma. I take this opportunity of repeating my appreciation of your valuable help, again emphasising the thoroughness of the marking of each student's papers. The Marker's hints on one's individual difficulties are especially helpful, and every encouragement is given to a student's attempts towards new lines of thought. It was my first experience of your tuition and of the A.C.P. Examination. The results, especially in such difficult circumstances, which were militating against my success, reflect the highest credit upon your teaching methods. Again thanking you.

Yours sincerely,
J. W. BEASTALL.

16 ASHLEY TERRACE, NORTH ROAD,
PLYMOUTH.
February 6, 1929.

DEAR SIR,

I was notified to-day that I was successful in passing the A.C.P. Examination. This is my first attempt. I previously worked under your tuition for my certificate and succeeded at the first attempt, while my friends, who worked under other Correspondence Colleges, failed.

I wish to thank you for your care and trouble and thoroughness in preparing me for the examination. Your methods and papers were admirably arranged, and, as already stated by you, some of the questions were anticipated. Should I desire to take any further examinations I shall certainly write to you.

Yours faithfully,
W. G. FURSMAN.

SCHOOL HOUSE, CALDERBROOK,
LITTLEBORO', MANCHESTER.
February 7, 1929.

DEAR SIR,

I am pleased to inform you that I have received notification this morning of my success in Part II of the A.C.P. Examination for which I sat in January. I must thank you very heartily for your splendid tuition. Your notes were excellent in every way.

As you know, I only made up my mind to sit about ten weeks prior to the date of the examination, but your Intensive Course pulled me through.

Yours sincerely,
J. ARNELL.

86 SOUTH HILL PARK,
LONDON, N.W. 3.
February 8, 1929.

DEAR SIR,

I was informed by the Secretary to the College of Preceptors that I have passed the Licentiateship Examination (L.C.P.) held last month, and I hasten to thank you for the very great care with which you prepared me for it. Without your notes and general guidance I should not have passed after only a little over two months' work.

Yours obediently,
T. PRASADA.

17 MARTYRS FIELD ROAD,
CANTERBURY.
February 7, 1929.

DEAR SIR,

I am very pleased to be able to inform you that I have to-day heard that I was successful in obtaining the A.C.P. Diploma. I noticed that there was a great similarity between your questions and those set at the examination.

May I thank you for your most helpful tuition.

Yours faithfully,
G. GRACE GUY.

14 HEATHVILLE, DALLINGTON,
NORTHANTS.
February 7, 1929.

DEAR SIR,

I have been informed that I have qualified for the A.C.P. Diploma. I must thank you and your staff for the excellent personal tuition which you gave me in preparation for this examination.

Yours faithfully,
F. S. FAIRCLOUGH.

49 HORNER STREET,
BURTON STONE LANE, YORK.
February 9, 1929.

DEAR MR. LYDDON-ROBERTS,

I have great pleasure in letting you know that I have successfully completed my qualification for the A.C.P. Diploma.

I wish to express my sincere thanks to the 'Normal' for the splendid assistance which I received through the course I took in preparation for the examination. It is over six years since I left Training College, and the fact that a four months' course with the 'Normal' was sufficient to revive and amplify mostly dormant knowledge speaks volumes for the efficiency of Normal Methods.

Again thanking you for your valuable assistance.

Yours faithfully,
J. W. RAINE.

12 PARK GROVE, WESTBURY PARK,
BRISTOL.
February 7, 1929.

DEAR SIR,

I received information this morning that I have passed the A.C.P. Examination.

Many thanks for your helpful tuition.

Yours truly,
EMILY RICHARDSON.

12 MANOR ROAD, HOYLAKE,
CHESHIRE.
February 7, 1929.

DEAR SIR,

I have received the official notice that I have passed the A.C.P. Examination.

Many thanks for your tuition, which was of considerable help to me.

Yours faithfully,
A. T. WAIT.

58 HEPWORTH ROAD, STREATHAM.
February 7, 1929.

DEAR SIR,

I have pleasure in informing you that I have been successful in passing Part II of the A.C.P. Examination held in London last month.

I now take the opportunity of thanking you for the attention and help the College has given me, and shall certainly remember the 'Normal' for any future examinations.

Again thanking you for your assistance.

Yours faithfully,
MABEL F. MATTHEWS.

FERN DENE, PITFOLD AVENUE,
SHOTTERMILL.
February 7, 1929.

DEAR SIR,

I beg to inform you that I have been successful in my examination for A.C.P., and should like to thank you for your valuable assistance.

Yours gratefully,
F. G. PRICE.

SCHOOL HOUSE, SOUTHMINSTER,
ESSEX.
February 10, 1929.

DEAR SIR,

You will be pleased to hear that I was successful in passing the A.C.P. Examination held last month.

With many thanks for the help derived from your papers.

Yours faithfully,
C. NEWLING.

'ROSENDALE,' PLOUGH LANE,
WALLINGTON.
February 7, 1929.

DEAR SIR,

Have just heard that I passed the A.C.P. Examination for which I sat in January last. Many thanks for your guidance and help.

Yours faithfully,
W. F. REYNOLDS.

NORMAL CORRESPONDENCE COLLEGE, LORDSHIP LANE, E. DULWICH, S.E.

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then the senior master or mistress, who in most cases is responsible for the good conduct of the pupils, has so hard a time of it, that it is no wonder if he or she often appears to be on the verge of a nervous breakdown.

If a new, or temporary language mistress enters a class-room, and all the pupils precipitate themselves, as it were, upon her desk, asking numerous and various questions in chorus, such as: "What shall we do?" "Shall we do what we like?" "Shall we read?" "Shall we learn?" "Shall we write?" &c., then self-control without outward discipline is a miserable failure, and yet the principle is right. It needs a wise teacher to deal with it aright. How is this wisdom to be gained without doing harm to teachers and pupils? Homes are lax, too lax in discipline, and the very mixed pupils of our secondary schools are by no means always trained in politeness and good manners.

True religion, a personal love for the Christ, and tact and consideration for others in boys and girls entering our schools, would teach self-control more than ever—or certainly as much as the personal examples of friends and teachers would do, but then, religious principles are not now taught universally, either at home or in schools. Therefore if old-fashioned ways may be bad, new-fashioned ways may not always be good, and may also be a great hindrance to our young teachers, who cannot be expected to deal as efficiently with a large crowd of undisciplined semi-savages, as more experienced teachers; though they must win through in discipline as in everything else, it is not fair making their beautiful work too hard.

Froebel, the great educator, whose loving, thoughtful mind penetrated deep down into the nature of things, found the golden mean, when he told his students to stand aside and watch his pupils struggling alone with difficulties, and to learn above all when to step in and help the little strugglers. If this is true in the process of gaining knowledge, it is also true in disciplining our pupils in such a way that they may learn true self-control.

M. ELIZABETH SCHEER.

THE B.B.C. AND THE SCHOOLS

My attention has been directed to a paragraph in the February issue of *The Journal of Education* which concludes with the menacing words: "The sooner the B.B.C. understands this, the better."

May I respectfully point out that "this" has been understood by the B.B.C. from the very first, and in fact far better understood by them than by some of their critics. The writer of the paragraph in question is confidently challenged to quote one word spoken or written by the B.B.C. which does not acknowledge the teacher's absolute right to take broadcasting or leave it, and to choose what he will from the fare provided. The B.B.C. has made no encroachments on the liberty of the teacher. "That master-mariner" is recognized as the captain of his own deck. If 5,000 head-teachers have, as is the case, introduced wireless, it is because they like it, and because they find it useful in their schools.

Again and again the B.B.C. have rejected the fallacy that talking is teaching. The human voice is, however, still among the media of instruction. The B.B.C. have never claimed that their work is more than supplementary and ancillary to the craft of the teacher in the school. So far from resolutely attempting to make the teacher a machine-minder, the B.B.C. have constantly reiterated their policy, that it is only when the teacher co-operates whole-heartedly with the broadcaster that the fullest success is obtained in the school.

THE BRITISH BROADCASTING CORPORATION.

J. C. STOBART, Education Director.

We have on more than one occasion expressed the view that broadcasting can be a valuable educational aid, and in a leading article in our issue of September, 1927, we remarked "We unreservedly bestow our blessing upon the efforts of those who are trying to put it to its best use in the service of the schools." All we are anxious about in this matter is that the British Broadcasting Corporation should not attach to itself a sense of directorship not hitherto taken by the Board of Education in its attitude towards the work of the teacher. We are glad that Mr. Stobart, on behalf of the British Broadcasting Corporation, states so definitely that there is no desire to occupy such a position.

THE EDITORS.

PRESSURE OF ADVANCED COURSES

The following extract, taken from the letter of a former pupil, now a mistress in a State-aided endowed school, speaks for itself. The reference is to the advanced courses. . . . "At the moment we are suffering from the successes of one brilliant girl, who has, by her success, made the headmistress anxious for all the sixth-formers to gain similar scholarships. The result is one girl is taught classics; another German; one science; three, by three different mistresses, are taught mathematics; and time-tables are proportionately very heavy, for we are not staffed for that amount of coaching. All forms are of thirty-five. No mistress has more than two or three free periods. Reading round a subject is hard to get in, for the hours of the night are limited." Of another endowed school, the members of the staff, with whom I am intimate, tell me the same story, and, indirectly, I know of several more instances. Is it in the true interests of these public schools with their crowded forms that the precious time and strength of the best-qualified mistresses should be devoted mainly to a few of the older pupils?

For obvious reasons I must withhold my name.

A RETIRED TEACHER.

YARROW HOME AND HOSPITAL FOR CHILDREN.—In these days of high cost of living, people of limited means are sometimes placed in a difficulty when their children are ill or need operations, and afterwards require a change of air and much careful attention during convalescence. It cannot, therefore, be too well known that the Yarrow Home and Hospital for Children, Broadstairs, Kent, was founded specially for the children of those who are not too well endowed with this world's goods. At this Home a child recovering from illness or operation, or needing a long course of medical or surgical treatment receives careful nursing and attention such as can only be obtained at the most expensive nursing homes, and in the happiest possible surroundings and companionship. There are beds for fifty boys between the ages of four and twelve years, and fifty girls between the ages of four and fourteen years. In special cases these age limits may be exceeded by two years. The fee is one guinea per week, and travelling expenses. The secretary will welcome applications from professional people, such as members of the Institution of Civil Engineers, architects, artists, authors, clergymen, members of the medical, legal, and other professions, members of scientific societies, officers of the Navy, Army, and Royal Air Force, officers of the Merchant Navy, schoolmasters, and university professors. The London office is at 116 Victoria Street, Westminster.

* * *

VACATION SCHOOL IN MODERN LANGUAGES.—The University of Manchester Extra-Mural Committee proposes to arrange a Vacation School in Modern Language Teaching at Abbotsholme School, Rocester, Derbyshire, on August 3. Prof. J. J. Findlay will conduct the school, and it is hoped that Mr. Evan J. Jones, of University College, Cardiff, and Mr. H. A. Walsh, will assist at the school. Esperanto and Welsh will be used for demonstration and practical purposes in studying the principles of language acquirement, and work will be done in elementary psychology and the psychology of linguistics. Special gramophone records have been made and will be used for demonstrations. Prof. Findlay has advanced his work in pedagogy and the psychology of modern language teaching during the past year, and it is believed that the proposed Vacation School will be the only meeting of this kind in Europe specially designed to help teachers to secure more effective results by studying the psychology of their work.

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Foreign and Dominion Notes

NEW ZEALAND

Figures and Facts: Annual reports of Ministers of Education everywhere run on much the same lines, yet all have their points of special interest—varying with the taste of the reader. From the 300 folio pages before us we select a few figures and a few facts. The public primary schools (compulsory, free, and co-educational) number nearly 3,000, with some 200,000 children. There are in addition 300 in the hands of religious bodies (chiefly Roman Catholic) with 24,000 children, and 150 schools for Maori children—one-half of whom, however, attend the ordinary public schools. Ninety-seven per cent of all classes have already been reduced to the forty standard. And retardation is also less marked, the last returns showing a drop from 35 to 22 per cent below normal. No fewer than 50 per cent of children leaving pass from the primary stage to the post primary (= secondary). We note that here, as elsewhere, the existing relation between the two stages is felt to be unsatisfactory, and suggestions for improvement are under consideration by a specially appointed committee. Secondary schools (including technical, private, and missionary) number about 200, with some 27,000 pupils, of whom (in the Government schools) 96 per cent hold free places. The four university colleges have an enrolment of nearly 5,000 (70 per cent men) with 50 per cent free places. Thus more than 3 per cent of the total population take advantage of university education. This (the report, with some pride, points out) is more than double the Australian average. The fourteen subjects of study include music (increasingly emphasized in all schools), but education, apparently, is left to the four training colleges, and theology to private enterprise.

Child Welfare. Some thirty pages of the report are devoted to child welfare, State care of children, special schools, and infant life protection—all (since 1925) an integral part of the work of the Education Department. There is thus close contact with the Children's Courts and the "Big Brothers." Child Labour (especially street-trading) is also a correlated (and acute) question. The superintendent of the Child Welfare Branch writes: "One of its functions is to check in the early stages the development of conditions likely to lead to child wastage, and to provide social readjustment for the child who by reason of his environment, or physical or mental condition, is handicapped in the race of life. A recent amendment adds a further responsibility—the inspection and registration of orphanages and private institutions where children are maintained apart from their homes, whether for payment or not. The scope of the Act has also been widened by the raising of the age of a 'child' from sixteen to seventeen years." Something of the same sort is, we understand, contemplated by our own Home Secretary. We note finally that the two official papers—the *Education Gazette* and the *School Journal*—cost the Government nearly £10,000 a year. We have sometimes seen the latter, never the former. But we cannot doubt the money to be well spent.

SUDAN

Gordon. The latest report of the Gordon Memorial College at Khartoum reaches us from the London secretary. There are those to whom the mere name of Gordon—"somewhere dead far in the waste Sudan"—still brings poignant memories. It was an inspiration to make the education of the Sudanese his living monument. The principal of the Memorial College is at the same time Secretary for Education and Health, and his official report as principal inevitably touches on certain points of general policy. We note, for instance, that the delimitation between primary and post-primary is still unsettled, and the question of language still unsolved; that the primary vernacular schools, while fully fulfilling their function and attracting increasing numbers, are for the present numerous enough; that the southern provinces, where education is still almost entirely in the hands of the missionaries, are far behind the northern with their good lead of twenty-five years; that vocational training is proving, as so often, to be a "menace" to general education; that, as elsewhere in the East, "the idea that education spells Government employment dies very hard"; that the Sudanese boy, like many others, is handicapped in mathematics by "an inherent inability to apply the rules he has learnt"; that from first to last there is no mention of the Sudanese girl; that the Boy Scout is everywhere; and generally that the educational system "though not yet perfect is the best the limited resources will permit," that progress is satisfactory, and that there is everywhere "keenness and energy, equally apparent in the officials of the College or in the masters of a small vernacular school in a distant district."

Kitchener. In the Memorial College itself there are nearly four hundred boys (two-thirds Arabs) of whom 300 are boarders. The last Old Boys' Day attracted a very large number. The curriculum includes science, engineering, accountancy, and many forms of handwork. For intending teachers there is a master of method. Discipline is satisfactory, boys and staff are on good terms, and prefects are worthy of their calling. General health is good. In hot weather football gives place to rounders. In close connexion with the College is the Kitchener Memorial Medical School, also reported to be doing useful pioneer work. Of the ten students with which it opened in 1924 (all old boys of the College) seven, in December, 1927, "satisfied the examiners and graduated as Sudanese doctors." There is much more we should like to know. Perhaps some day Mr. Matthew will be good enough to send us his official report as Secretary for Education.

MALAYA

Girls on Strike. The honorary secretary of the Malayan Teachers' Association sends us their official *Bulletin* and other documents—all containing detailed reports of their third annual conference, which, in its work and its play, lasted six whole days. We are glad to note real concern with such problems as The Parent and the Teacher, Peace and the Teacher, and Sex and the Teacher, and we are interested to learn that in a British protectorate the pupils of a Chinese girls' school loyally went on strike recently because their teacher had adopted methods recommended by the new National Chinese Government, but inconsistent with the system officially recognized in Malaya. We are not told what the exact point of difference was—nor how the strike ended.

SCHOOL JOURNEYS.—The school journey is now an accepted feature of school life, and there can be little doubt that it is an important factor in broadening and deepening the child's conception of life. The movement began in London in 1896, but progress was slow until 1911, when the School Journey Association was established and, according to a chart published in its organ, *The School Journey Record*, for 1928, its progress since then, apart from set-backs during the war period and under economy schemes, has been remarkable. It may seem somewhat late to refer to an annual report for 1927, but this appears in the 1928 issue of the *Record*, and some representative figures may be quoted from it. During 1927, London journeys numbered 485, provincial journeys about 65, and not less than 70 parties visited the Continent; nearly 1,200 schools were represented in the membership. The Association has arranged an insurance scheme covering its members against charges incurred through illness, &c., and no less than 19,300 insurances were effected in 1927. Railway companies have given special facilities for parties and education authorities grants, while the British Legion has contributed towards the expenses of ex-service men's children, and Mr. Charles Gulliver gave £1,800, whereby about 800 children have been included in parties who would otherwise have had to be left behind. Further, the Association has been enabled to maintain a hostel in Shanklin, Isle of Wight, for the use of school parties. The short articles on places visited by those who have taken part in school journeys and the numerous photographs in the *Record* prove conclusively that the Association is carrying out a most important function in the combination of pleasure with intellectual profit which it promotes.

* * *

SLAVONIC PHILOLOGISTS.—On the occasion of the centenary of Josef Dobrovsky, a Congress of Slavonic Philologists will be held in Prague between October 6–13, 1929. Delegates will be invited from all countries. The programme will be divided into two groups, first the Slavonic linguistics, and second the history of Slavonic literature. To this will be added subjects having relation to literature and to the popular traditions. The titles of papers and reports to the congress should be notified to the organizing committee before March 15, 1929, and short *résumés* should be sent before May 1. The president of the organizing committee is Prof. M. Murko, and the general secretary Prof. Jiri Horák, both at Prague V, Brchová 5.

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The Teacher: Types, Contacts, and Interests

IV.—THE TEACHER AS ACTOR

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

MANY university professors in subjects that lend themselves to this form of treatment have a set of stock subjects which they prescribe for essays: but experience shows them that it is necessary to allow a decent interval to pass between each appearance of a given topic. Neglect of this precaution results in the rise of a standard treatment that is accepted as orthodox. The students become aware of the sort of thing that seems to meet the professor's wishes, and they see that he gets it. In extreme cases, indeed, a good standardized version acquires a commercial value, and is passed on (for a consideration) through a series of successive students. A three years' interval is found to establish a workable periodicity, though some of my colleagues hold that at least four years are necessary to secure a perfectly fresh field.

In one of my subjects, however, I could never induce any real freshness of point of view, no matter how long an interval I allowed to elapse between its appearances. It is one in which I found a great deal of interest myself, and the students used to write on it as if they had more concern about the subject matter than is usual with the writers of compulsory essays. Yet with all this there was a striking sameness in the point of view, and even in the treatment. This subject is "The Teacher as Actor."

Other themes prescribed at reasonable intervals produced a refreshing variety of reactions, but the teacher-actor reaction was always gloriously and immutably *semper eadem*. The students in question were graduates of average age 22, who were in training to become professional teachers. They included men and women in the ratio of one to two. The astonishing sameness of point of view did not result from any tradition passing from class to class. Not only did an interval of four years make no difference, but the subject, when prescribed by me in different universities, produced identical results. The fundamental cause of this lack of variety, is to be found in the general tendency among the young people of those days to treat all matters from the moral standpoint. The students all wrote in the same way on this subject because they all felt in the same way. Somehow the subject always seemed to pull out the moral stop in the mental organ of the students.

Young teachers are morbidly moral. To be sure the whole atmosphere of the school reeks of morality: this is of the essence of the implicit bargain between the school and society. The lay person scarcely realizes how oppressive is the spirit of morality that broods over the school-room. Mark Twain need not have been so much surprised as he appears to be at "the moral that wags its crippled tail" over the end of school girls' essays: and by the same token I had no right to be astonished at the inflexibility of my students' adherence to the moral aspects of playing a part. With a few striking exceptions, mostly among the men, they insisted upon neglecting the artistic aspect, and upon keeping the teacher rigidly to his place as a moral instructor, as a model to his pupils.

The essays read like so many sermons. Indeed, some of the writers went out of their way to seek a text, and found it in a sentence that occurs in "The Schoolmaster," in which the late A. C. Benson frees his soul by telling us: "one must be sincere in teaching above all things." This warmed the hearts of the young essayists, who at once proceeded to an exposition of the evils of insincerity. Play-acting stands self-condemned, since insincerity is of its very nature. Whatever a teacher does he must not play a part. Few indeed were the students who could resist the temptation to quote the sententious lines of Polonius, that seem expressly written to set forth the views of young teachers—especially women, though I shall adhere to the masculine for the sake of grammatical simplicity—on the subject:

> "To thine own self be true,
> And it must follow as the night the day,
> Thou canst not then be false to any man."

Now these young teachers occupy a fine strategic position. There is something peculiarly disconcerting in facing a moralist who has the courage, or the obstinacy, to adopt the rigid attitude of splitting up moral actions into the absolutely right and the absolutely wrong. With very young people it is no doubt almost necessary to adopt a rigorous application of this principle of the excluded middle, but with mature folk there does seem to be a place for degrees. Yet if any critic adopts the hard-and-fast attitude, it is exceedingly awkward to deal with him. To begin with, one has perforce to adopt a somewhat apologetic tone. No one enjoys taking up the position of adopting a low moral standard. So long as the rigid moralist remains on his pedestal, persists in fulminating, and refuses to argue, he is in an immensely strong position in which he can so behave as to arrogate to himself a status of moral superiority.

That most amiable and brilliant of French philosophers, M. Emile Boutroux, put his critics in this awkward position by the attack that he made upon pedagogy in his book on "Education and Ethics." He did not like the word *Pedagogy*, and in this dislike most of us share. But he goes beyond names, and proceeds to attack the thing itself. According to him what is called education is plain and straightforward, and works manfully and openly towards its goal. On the other hand he interprets pedagogy to mean a process that perversely prefers all manner of crooked

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ways. It uses suggestion illegitimately to make pupils believe that they are doing things of their own initiative, while they are in reality only responding to the stimuli supplied by the wily pedagogue. The heuristic method as found in Rousseau's "Emile" rouses the gorge of M. Boutroux. He cannot abide it. When we seek to formulate a defence, we find it exceedingly difficult to present the matter without the appearance of accepting a lower standard of morality than he sets up. Our safest defence is the counter attack. We may say bluntly that the teacher is continually using suggestion whether he practises what is described as straightforward education or the apparently crooked pedagogy. The only difference is that the so-called pedagogue does wittingly and intelligently what the more simple-minded educator does without realizing it. We have high authority for thinking it possible as well as desirable to be wise as serpents without losing the capacity of being harmless as doves.

Taking things as they stand, we have to admit that in actual life the teacher must of necessity adopt an attitude of mild omniscience and gentle moral superiority that may be offensive to the adult outsider, but is little short of inevitable if we are going to do the sort of work that is expected of us. Mr. Ian Hay keeps well within the bounds of truth when he says in his refreshing "Lighter Side of School Life": "The teacher's life is one long pose. His perpetual demeanour is that of a blameless enthusiast."

My young essayists, however, were not so much interested in the morality of teaching methods as in the relation between the teacher's real character, and the character in which he presents himself to his pupils. They wanted to know if he had any right to appear before the youngsters as better than he really is. The answer may be well made by the counter question: "Is it for the good of the pupils that the teacher should show up all his weaknesses"? If the teacher is to be true to himself in the Polonian sense, will it be to the advantage of his pupils? Suppose he is inclined to be sullen and savage; does his duty demand that he should show himself true to this real but disagreeable self? If something has gone wrong at home at breakfast-time, does honour demand that he should make clear to his youngsters at school the true temporary nature of his self? Were the school children in "The Deserted Village" enjoying the highest form of intercourse between master and pupil when they read the day's disasters in his morning face? In ordinary society we claim a certain reticence about the promulgation of personal woes; we praise the other person's self-restraint that saves us from sharing in troubles that are no concern of ours. Are we to throw upon our pupils a burden that we adults decline to bear?

A distinction may perhaps be drawn between temporary variations and the fundamental qualities that make up what we are inclined to call our true self. My essayists, for example, were sometimes willing to admit that we are entitled to cloak our *moods*: but they were adamant against our misrepresenting our permanent personality. They did not realize that apart altogether from the pathological splitting up of personality that occasionally takes place, there is a steady and permanent series of alternations of personality according to the circumstances in which we find ourselves. The soul may remain one and indivisible, and yet have many facets. Hear Browning:

> "God be thanked, the meanest of His creatures
> Boasts two soul sides, one to face the world with,
> One to show a woman when he loves her."

The *ego* inevitably modifies itself to meet the demands of the *alter* upon whom it reacts. The change may involve either a rise or a fall, and the moral issue cannot be determined by a mechanical application of a formula. In his "The Future of Education," Mr. F. C. C. Egerton assures us that there are cases "where the headmaster comes to school in his slippers, without a collar, and with a pipe in his mouth." There is no real harm in slippers, or even in a pipe, but, Shade of Polonius! are these headmasters justified in being true to themselves in this way? A different question altogether is raised when Mr. Egerton tells us that, "there are schools where the headmaster will come in drunk even in the morning, and cane his own son, to show that he has no partialities." It goes without saying that such men have no right at all in any school: they are beyond the pale. But between those that are so bad that they cannot even be considered, and those who are so good intrinsically that they can afford to apply the Polonian principle in all its severity, there is the great mass of worthy average teachers whose make-up includes a vast majority of good qualities and a tiny minority of bad ones. The question arises whether they are entitled to show up unashamed the evil that is in them, or whether they should be encouraged to show themselves to the best advantage in their relations with their pupils.

It is at this point that the word that has been struggling in the background all this time insists on coming to the front. *Hypocrite* is a paralysing word that needs delicate handling. Like many other words this has fallen from grace. It began life in a quite creditable way. We need not go into the dreary philological details. It is enough to know that the original meaning of the word was *one who answers*. Then it advanced to include *any one who expounds or interprets*—which amounts to something not very far from a definition of the teacher himself. Next comes a theatrical connexion, and the word acquires the meaning of "an actor, one who plays a part on the stage." Human nature being the deplorable thing it is, the next step was perhaps inevitable: so we are prepared for the final collapse into "pretender, dissembler, hypocrite."

Under the modern meaning of the word is the playing of a part for a mean end. But there may be nothing morally wrong with the hypocrite's end, yet his method of attaining it is underhand, and is used for purely selfish purposes. The man who uses such means is not likely to be over-scrupulous about ends either, so both means and ends are usually bad. By hypothesis the teacher's aim is good, and hypocrisy, in its literal sense, is at any rate morally neutral, so it is conceivable that good ends may be achieved by this means. Thus viewed the playing of a part may be regarded as neither moral nor immoral, but merely amoral. Its ethical character may be determined by the end in view. We have here no justifying of the means by the end, no doing evil that good may come. We are merely valuing a neutral line of conduct by the use to be made of it.

Some of my essayists whose consciences would not allow them to countenance hypocrisy in its popular meaning, but whose common sense prevented them from condemning what they saw done every day by people whom they could not but respect, fell back upon a compromise, and distinguished between simulation and dissimulation. As we read in the old *Tatler*: "Simulation is a pretence of *what is not*, and dissimulation is a concealment of what *is*." Accordingly, the scrupulous essayists were inclined to admit that the teacher is entitled to conceal his defects, but must not pretend to have virtues that he does not possess. It must be a complaisant conscience that can extract much comfort from this exiguous distinction. For the hiding of a weakness is obviously an implicit claim to the corresponding virtue.

It is curious that none of my essayists seemed to hit upon a radical difficulty. They all took it for granted that the teacher could act. It is true that those who discriminate between simulation and dissimulation, did take note of the fact that it is easier to dissemble than to simulate: that it is easier to hide defects than to assume virtues. The implication is that the line of least resistance is a sort of divine indication of the direction the teacher's histrionic talents should follow, if they are to be exercised at all.

But the question was generally regarded as of *may*

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rather than *can*. Under the argument is the unreasonable assumption that every teacher is potentially a competent actor. Experience shows us only too clearly how unfounded this assumption is, and what complications bad acting introduces. To play a part skilfully, may or may not be moral: but to play it badly is certainly disastrous. We have to take into account not only the actors but also the audience—in this case, the pupils. These are certainly keen observers where their interests are concerned. No doubt a good deal of sentimental nonsense is talked and written under this head. We are familiar with the usual tags: "the keenness of these young eyes," "the unerring instincts of these juvenile critics," "the impossibility of deceiving these budding intelligences fresh from the palace of truth itself." But when all allowance is made for the enthusiasm of child study, it must be granted that human beings at the school stage have sufficient acumen to detect acting as acting, at any rate when it is bad acting.

So discouraging is this consideration for those teachers who know themselves to be weak on the histrionic side, that they are inclined to give up the attempt to play a part. Sometimes they even make a virtue of the necessity of having to appear in their true colours. In ordinary social life, indeed, some people are rather fond of assuming this attitude, and take a pride in the rudeness that they cloak under the name of "sincerity." No doubt the advice to "assume a virtue if you have it not," comes from a bad context, but there is nothing to prevent its being used in a good one. There are indeed two excellent reasons why we should accept Hamlet's advice. Followed in the spirit of goodwill it benefits not only others but ourselves. The advantage to the pupils is obvious: they get the benefit of the counterfeited virtue. If, for example, the master is bored with his subject, and lets his state of mind become manifest, the whole class is immediately affected. If he suppresses his yawn and throws a decent cloak of simulated interest—not enthusiasm, for that overshoots the mark and is easily detected—over the distasteful matter, he may carry his class gently across the shoals of boredom. Indeed a certain advantage may be found to underlie incidents of this kind. The teacher's own state of mind with regard to the lesson he is giving may be a valuable index to what is going on in the minds of his pupils. It is a distinguished English public schoolmaster who writes: "I declare that one of the most useful qualities that I have found myself to possess from the point of view of teaching, is the capacity for being rapidly and easily bored myself."

This introduces the second advantage of assuming a virtue that we do not possess. In such cases it not only helps the pupil to get up a certain interest in a dull subject, but stimulates the teacher to get up such an interest himself. The easily bored teacher has sympathy with his bored pupils, and in his effort to rouse their interest, contrives to stimulate his own. Those of us who remember our Lange-James theory from our college days, will be ready with a psychological explanation of how this self-stimulation works.

The theory has been argued in a sphere that is germane to our present inquiry. Prof. James saw clearly that if his theory was right, it would involve that actors ought to experience the emotions they simulate. He made inquiries and found that the majority of actors and actresses admit that they do experience the emotions they feign, though there was a minority who maintained that they remained quite unmoved while simulating violent feeling. It would have been unkind had he printed the generalization that he made to me in conversation, that those who remained emotionally cold were not in the first flight of stage folk. On the other hand, there is a tradition among the French stage people that Coquelin in his most impassioned parts always retained a critical aloofness, and often spoke of an appropriate *daimon* within him that called upon him to note how successfully he was getting at his audience while remaining himself perfectly calm within. Diderot's "Paradoxe du Comédien" leaves the point unsettled, despite his superingenuity. The truth is that sufficient account has not been taken of the element of quantity or degree. The emotion cannot be experienced in its full force on the stage, otherwise actors would be a short-lived race. No constitution could stand the strain of dying in agony six evenings and two afternoons a week. On the other hand, even the most frigid of successful actors experiences more fatigue after an emotional play than after one in which there is little appeal to the affective side. So with the preacher, and certainly not less so with the teacher. It is true that the ordinary teacher has not so many opportunities for letting himself go, as are provided by the stage and the pulpit.

The conscientious teacher suffers from a certain complication that does not arise in the case of the actor. On the stage the performers are concerned only with their own fatigue and its mental effects. In the class-room the teacher is responsible for the reaction of his own mental states on his pupils. At this point a little comfort is certainly due to the harassed schoolfolk. It will be generally admitted that the teacher's position is a trying one. Whether he will or no he is thrust into a position in which he is necessarily regarded as a model. The distinguishing characteristic of the sort of model that the teacher is supposed to be, is to all intents and purposes, *perfection*. Knowing how far he comes short of this ideal, the teacher who has the normal supply of modesty, is inclined to plead for leniency and consideration. Some, appalled by the ghastly discrepancy between the ideal and the real, adopt the rougher—but withal genuinely modest—plan of abdicating the rôle of pattern altogether, and proclaiming to the pupils as a principle: "Don't do as I do: do as I tell you." Unfortunately, however sincere and violent the abdication may be, it can never become really effective. The teacher by the circumstances of the case, and in his own despite, is set upon a pedestal, and will have his imitators. Little comfort can be got from the fact that there is usually a rebellious section who flout the model, and even imitate him negatively by trying to become his opposite.

But a real solace may be found in the consideration that perfection is not at all essential. Indeed the teacher's very imperfections may be turned to good account. We are not unfamiliar with the "faultily faultless" blemish, nor with the depression that follows the realization that a goal we have set before us is unattainable. The historian J. R. Green suggests that the execution of the timid Cranmer produced far more effect upon the common people of England than that of the courageous Dr. Rowland Taylor, who danced on his way to the stake: the cause being that the ordinary people could understand the common timidity, but not the exceptional courage. So the teacher who aims at a high ideal and falls short of it, may still prove an excellent stimulus to his youngsters. The hot-tempered teachers who feign to be even-tempered, yet now and again break down, are not altogether failures, since by demonstrating their ordinary humanity they tend to bridge the gulf between master and pupil. It is not a bad thing for the pupils to realize that the teacher is of like passions with themselves, and when they find him in all sincerity trying to overcome certain weaknesses, they are stimulated to imitate his example.

The trainer of teachers, whose business is to guide his young "trainees" in the way they should go, is not usually so much concerned about hypocrisy as about a morbid form of self-consciousness that does much to interfere with their wholesome interactions with their pupils. If we admit that we have, willy-nilly, to play a part in school, we feel that we must examine ourselves to discover what manner of people we really are, in order that we may make the change necessary to correct divergences from the

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ideal we have set up, and this examination has at least a tendency to produce priggishness.

But in this, as in other matters of school life, we must distinguish between what we do and are, outside of school, compared with what we do and are inside school. What we do outside of school necessarily has a great deal to do with what we do inside: but the two lines of behaviour need not at all resemble each other: it is a matter of cause and effect, and an effect need not in any way *resemble* its cause. Since a teacher is a particular kind of man, he behaves in one way in school and in another way outside. But he is the same man all the time. He plays his part in school so as to meet most efficiently the demands of the situation there. He is not in the histrionic sense playing a part at all. It was said of one of our best English actors that he passed beyond the pale of acting into the realm of reality. As it was epigrammatically put, he so entered into his part on the stage that he did not act there: *he merely behaved*. The teacher can emulate this fine attitude. Everything is in his favour. The surroundings all encourage him to rise to his own highest level. After all, teaching is his life work: when he is doing his best before a class he is not acting in the sense that worried my young essayists: the part he is playing is for the moment his whole existence. To his professional self he is as true as even Polonius could wish.

English for the School Certificate

II.—SHAKESPEARE

By A. M. WALMSLEY, M.A., Northampton

A PREVIOUS paper dealt with English composition in the eight external examinations by means of which a school certificate may be obtained. In all cases the examination naturally includes English literature, and for this there is one paper, varying in time from two and a quarter hours (Oxford), to two and a half hours (London, Oxford and Cambridge School Certificate), or three hours (Bristol, Cambridge, Durham, Northern Universities Joint Board).

Normally one Shakespeare play is included as a set book, for intensive study. In most cases a choice of Shakespeare plays is offered. Under three of the eight examining bodies it is possible to take an alternative syllabus that does not require the study of a set Shakespeare play. Thus, for the examinations of the Central Welsh Board and the Oxford Delegacy, a paper in general literature *may* be taken instead of one on set books. Such a general literature paper naturally includes questions on Shakespeare, but does not require knowledge of any prescribed play. The Cambridge School Certificate examination divides the English literature into four papers, any two of which may be taken: (*a*) One of two Shakespeare plays; (*b*) One of two set verse books; (*c*) One of two set prose books; (*d*) General English literature.

But the majority of candidates, even where alternatives are possible, offer the set play of Shakespeare. The plays most commonly set at the School Certificate stage are "Twelfth Night," "As You Like It," "Midsummer Night's Dream," "Merchant of Venice," and "The Tempest" (of the comedies); "Julius Caesar," "Macbeth," "Hamlet," and "King Lear" (of the tragedies); and "Henry IV," Part I, "Henry V," and "Richard II" (of the histories). Occasionally plays like "The Winter's Tale," "Much Ado About Nothing," "Coriolanus," "King John," "Richard III," are included, but such plays are more suitable for study at the Higher School Certificate stage, and it would be much better if they were reserved for that examination. On the other hand, plays like "As You Like It" and "Henry IV," Part I, should not be selected as set books at the Higher School Examination. It happens too frequently at present that a candidate who has studied one of these plays for the School Certificate finds the same play set for the Higher School Certificate, when he comes to take that examination two years later. There is much to be said for the suggestion that the examining bodies should have two separate lists from which the plays set at the School Certificate and at the Higher School Certificate stages should be selected.

Methods of preparation will vary according to the tastes of the master interested and the time available for preparation. Many masters prefer to use one of the numerous plain text editions, and to give notes and explanations as they are required. The plain text has its advantages. It helps the reader to realize that Shakespeare himself is more important than the commentator. It is much to be preferred in forms below School Certificate age, when young people are introduced to Shakespeare in his own language. The bulky annotated edition is apt to prejudice the young against Shakespeare: they take it for granted that his plays cannot be understood without elaborate notes. A boy who has never met Shakespeare except in the usual school annotated edition, is not likely to leave school with a taste for reading Shakespeare, or with the impression that it is possible to enjoy reading a Shakespeare play through in a comfortable armchair any evening. The use of plain text editions in school is more likely to leave the impression that "the play's the thing."

If this method is adopted, it naturally follows that the school (and form) libraries must be well supplied with books of reference in which the keen student can find for himself most of the explanations that he requires. There are many good and useful little introductions to Shakespeare on the market, such as Masefield's "Shakespeare," Crump's "Guide to the Study of Shakespeare," Morton Luce's "Handbook to Shakespeare's Works." Besides these, the form should always have access to a good Shakespeare glossary (*e.g.* C. T. Onions, or R. J. Cunliffe). To supplement these, after the play has been read and discussed to some extent, the form may be introduced to some of the many critical and appreciative essays dealing with the play in question.

Thus, if "Julius Caesar" were the prescribed play, the following course might be taken. After a first rapid reading, different members of the form might be allotted themes to prepare for essays or discussion. They would be referred to a number of the more general books that give brief introductions to the play, to study such themes as "The Dramatic Construction of the Play" (Masefield), "Comparison between 'Julius Caesar' and others of Shakespeare's Histories and Tragedies" (Crump), "Shakespeare's Debt to Plutarch," "The Historical Background to 'Julius Caesar,'" "The Main Features in the Characterization." Then would follow a second reading, in more detail, paying particular attention to Shakespeare's representation of such characters as Caesar, Brutus, Cassius, Antony, and Portia; and noticing the contemporary allusions of many kinds, the poetry of the speeches, the philosophical idea, the use of supernatural influences, and other matters in which Shakespeare seemed to be interested.

After that the reader would be in a position to enjoy the criticisms and appreciations found in such books as "Hazlitt," "Coleridge's Lectures," "Mrs. Jameson"

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(Portia), "Stopford Brooke," Granville Barker's "Prefaces to Shakespeare."

It is fashionable to criticize the annotated edition, but under present conditions we cannot do without it. Its dangers are obvious, but in the hands of those who know how to use it, it well serves its purpose. It is indispensable, of course, to the private student: such well known editions as the "Pitt Press Shakespeare," the "Warwick Shakespeare," the "University Tutorial Press Shakespeare," and the "Oxford and Cambridge Shakespeare," make self-preparation for examinations an easy matter —if that is the only end in view. The objection to them is that they are so obviously examination books.

A third alternative appeals to many teachers of English. A great many school editions attempt to compromise—to cater for the general reader and for the examination student at the same time. The notes for the general reader are reduced to the minimum needed for understanding the text; they sometimes appear as footnotes (probably the most satisfactory method). Further notes are given at the end, to be found if the reader really desires them.

A list of useful books is added: it does not claim to be exhaustive, but includes books of various types:

A.—Dictionaries

R. J. CUNLIFFE, *A New Shakespeare Dictionary* (Blackie & Son, 10s. 6d.).

C. T. ONIONS, *A Shakespeare Glossary* (Clarendon Press, 5s.). A scholarly work, based on the great Oxford English Dictionary (just completed). Shakespeare's vocabulary is explained and illustrated, and all information needed to understand the allusions, Shakespearean idiom (now often obsolete), and the Proper Names, is given.

B.—General Introductions to Shakespeare

G. H. CRUMP, *A Guide to the Study of Shakespeare's Plays* (Harrap, 3s.). The plays are grouped into their periods—Early Comedies, &c. There is a useful introduction to each play, and four courses of reading are suggested, each containing representative plays.

G. F. BRADBY, *About Shakespeare and His Plays* (Clarendon Press, 2s. 6d.). Suggests lines of approach, and includes interesting chapters on Shakespeare's genius; Shakespeare's Stage; his poetic qualities, sympathetic understanding, and humour; his treatment of Plot and Character.

F. S. BOAS, *Introduction to the reading of Shakespeare* (Clarendon Press, 2s. 6d.). Aims at interesting the general reader. Its chapters include discussions on Shakespeare's drawing of character, and Shakespeare's language.

E. K. CHAMBERS, *Article in Encyclopaedia Britannica on "Shakespeare."*

JOHN MASEFIELD, *Shakespeare* (Williams & Norgate, 2s. 6d.). Chapters on the Life of Shakespeare, and the Elizabethan Theatre, followed by notes on the separate plays, sometimes provocative.

G. H. COWLING, *A Preface to Shakespeare* (Methuen, 5s.). A useful modern introduction, dealing in a scholarly, concise way, with Shakespeare's England, the Elizabethan Theatres, Shakespeare's Life, the Plays, and Language.

MORTON LUCE, *Handbook to Shakespeare's Works* (Bell & Sons, 6s.). A complete introduction, historical, biographical, and critical. Critical examinations of the plays are followed by general chapters on the Philosophy and Art of Shakespeare.

C.—Biographical

SIR SIDNEY LEE, *Life of Shakespeare* (Murray, 15s.).

SIR WALTER RALEIGH, *Shakespeare* (Macmillan, 3s. 6d.).

J. S. SMART, *Shakespeare, Truth and Tradition* (Arnold, 7s. 6d.). An up-to-date biographical study, which examines in a critical but stimulating way the legends that have grown up around Shakespeare.

D.—Critical Studies, General

EDWARD DOWDEN, *Shakespeare. A Critical Study of his Mind and Art* (Paul, Trench, Trübner & Co.). Chapters on Shakespeare and the Elizabethan Age; the growth of Shakespeare's Mind and Art; the Early Tragedies; the English Historical Plays; the great Tragedies; the Roman Plays; Shakespeare's Humour.

GEORGE BRANDES, *William Shakespeare, a Critical Study* (Heinemann).

E. K. CHAMBERS, *Shakespeare: A Survey* (Sidgwick & Jackson, 7s. 6d.).

OLIPHANT SMEATON, *Shakespeare* (Dent, 2s.).

DARRELL FIGGIS, *Shakespeare: A Study* (Dent, 8s. 6d.).

HAZLITT, *Characters of Shakespeare's Plays* (Dent, 2s.).

COLERIDGE, *Essays and Lectures on Shakespeare* (Dent, 2s.).

D. NICOL-SMITH, *Shakespearean Criticism* (Clarendon Press, 2s.).

E.—Critical Studies on Particular Plays or Groups of Plays

A. C. BRADLEY, *Shakespearean Tragedy* (Macmillan, 12s. 6d.). Two general lectures giving a critical analysis of the nature of Shakespearean tragedy, followed by lectures on Hamlet, King Lear, Macbeth, Othello. Indispensable for all students of these plays.

A. C. BRADLEY, *Oxford Lectures on Poetry* (Macmillan, 12s. 6d.). Includes lectures on Shakespeare the Man; Shakespeare's Theatre and Audience; The Rejection of Falstaff; Anthony and Cleopatra.

SIR A. QUILLER-COUCH *Shakespeare's Workmanship* (Fisher Unwin, 9s.). Studies in Macbeth (3), Hamlet (3), The Tempest (3), Midsummer Night's Dream, Merchant of Venice, As You Like It, Falstaff, Cymbeline, Winter's Tale, Pericles, and Henry VIII.

SIR A. QUILLER-COUCH, *Studies in Literature, Second Series* (Cambridge University Press, 5s.). Contains a lecture on Anthony and Cleopatra.

R. G. MOULTON, *Shakespeare as a Dramatic Artist* (Clarendon Press, 8s. 6d.). Studies in the Merchant of Venice (3), Richard III (2), Macbeth (2), Julius Caesar (2), King Lear, Othello, Tempest, Love's Labour Lost, As You Like It, followed by five chapters on dramatic criticism, in which the interest of character, passion, and plot is carefully examined with reference to the plays.

JOHN BAILEY, *The Continuity of Letters* (Clarendon Press, 12s. 6d.). Includes a lecture on "Shakespeare's Histories."

J. B. PRIESTLEY, *The English Comic Characters* (John Lane, 7s. 6d.). Includes essays on Bottom, Touchstone, The Illyrians, Falstaff and his Circle.

H. GRANVILLE BARKER, *Prefaces to Shakespeare, First Series* (Sidgwick & Jackson, 9s.). Prefaces to Love's Labour Lost, Julius Caesar, and King Lear—a performance of each play through Mr. Granville Barker's imagination.

M. W. MACCALLUM, *Shakespeare's Roman Plays* (Macmillan, 12s. 6d.). Full critical studies of Julius Caesar, Anthony and Cleopatra, and Coriolanus.

STOPFORD BROOKE, *On Ten Plays of Shakespeare* (Constable, 7s. 6d.). Studies on Midsummer Night's Dream, Romeo and Juliet, Richard II, Richard III, Merchant of Venice, As You Like It, Macbeth, Coriolanus, Winter's Tale, Tempest.

STOPFORD BROOKE, *On Ten More Plays of Shakespeare* (Constable, 7s. 6d.). Studies on Much Ado About Nothing, Twelfth Night, Julius Caesar, Hamlet, Measure for Measure, Othello, King Lear, King John, Henry IV, Henry V.

Mrs. JAMESON, *Shakespeare's Heroines* (Bell & Sons, 2s.). Twenty-five studies in Shakespeare's female characters.

WALTER PATER, *Appreciations* (Macmillan, 3s. 6d.). Includes essays on Shakespeare's English Kings, Love's Labour Lost, Measure for Measure.

ARTHUR SYMONS, *Studies in the Elizabethan Drama* (Heinemann, 12s.). Includes studies on Anthony and Cleopatra, Macbeth, Twelfth Night, Measure for Measure, The Winter's Tale, Titus Andronicus, Henry VIII, Romeo and Juliet, Cymbeline, Troilus and Cressida.

F.—On Shakespeare's England

Shakespeare's England, 2 vols. (Clarendon Press, 42s.). These two volumes contain forty-three sections, each by a recognized authority on the subject, dealing with every aspect of the social life in Elizabethan England. Religion, the Court, Army, Navy, Voyages and Exploration, Travel, Education and Schools, Commerce, Agriculture, The Fine Arts, The Home, London and Town Life, Actors, Playhouses, Sports and Pastimes, &c. The most valuable and complete study of the background to Shakespeare's plays; indispensable for reference.

M. ST. CLARE BYRNE, *Elizabethan Life in Town and Country* (Methuen, 7s. 6d.). A less ambitious, but very useful study of social conditions in Shakespeare's day. Chapters on The Elizabethan at Home, London Life, Country Life and the Countryside, Religion, School and University Life, The Theatre, Master and Men, and the Masterless Men, &c.

J. DOVER WILSON, *Life in Shakespeare's England* (Cambridge University Press, 5s.). Illustrated from contemporary records.

G. B. HARRISON, *England in Shakespeare's Day* (Methuen, 6s.).

LAMBORN and HARRISON, *Shakespeare the Man and His Stage* (Clarendon Press, 2s. 6d.).

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An Experiment in Preparatory School Organization

By GEOFFREY HOYLAND

ALTHOUGH the number of problems which face and puzzle the Preparatory schoolmaster is legion, three of them have been of special concern to the writer and have led to some experiments in organization which may be worth recording, though no novelty or originality is claimed for them. They have been worked out during the past eight years and have, to that limited extent, stood the test of time.

These three problems are as follows:—

1. How to capture the co-operative team spirit for school work as well as games, and how to get rid of the old bad idea of "masters *versus* boys."

2. How to secure a healthy public opinion on such matters as punctuality, cleanliness, and good manners without encouraging priggishness or resorting to nagging and endless petty punishments; also how to ensure that serious moral disorders shall come quickly to the light without undue prying and spying.

3. How to secure that more than a very few boys shall enjoy and benefit from the most valuable educational experience given by responsibility and leadership.

The key to all three problems has been found in the organization of the school on Scout lines. Some schools, of course, run full-blown troops of Scouts as a part of their normal activities, but there is one very serious objection to this. Scouting proper has been designed and developed primarily to provide something that will capture the interest of the boy who does not know what to do with his spare time. It gives him a number of most admirable things to work at within the strongly "socializing" influence of his patrol and troop. The Preparatory schoolboy, however, is in a very different case. During term-time the trouble with him is not that he has too little to do in his spare time, but that he has far too much to do in the ordinary course of his day and practically no spare time at all. To introduce for him all the Badge work that is, quite rightly, an important part of proper Scouting, is to crowd still further an already over-crowded programme.

The organization of the Scouts was therefore borrowed and adapted, without the "trimmings." The school became the "Tribe," and was divided into six "Packs" of eight boys each (later increased to nine), commanded by a Leader and his "Second." There remained a residue of fifteen or twenty small boys, who were formed into the "Pups," corresponding to Cubs, and were divided into two Pup-packs. The Pups were put under the charge of a seventh Leader, specially chosen for this important job, who was given two Seconds to work under him, one for each Pup-pack. Thus the seventy-odd boys in the school were provided for.

The seven Leaders, who have (to drop into the present tense) certain privileges and wear a distinguishing tie, together with the four or five male members of the teaching staff form the Tribe Council, which is the heart and soul of the whole constitution. It meets weekly, or oftener, and its meetings are secret as far as the rest of the school is concerned. All its members are pledged to mutual support and uncompromising loyalty to one another and the Tribe. It discusses a great many of the matters, small and great, which are usually the subject of a headmaster's ukase, such as an excess of paper darts or of "damns" among the small boys, untidy boot-lockers or undesirable stamp-swapping, the arrangements for a half-holiday, or a case of bullying in one of the junior dormitories. All are brought up—if possible by one of the junior members—discussed, and a decision arrived at, which is either posted up over the initials of the head Leader, or "Tribe Leader," as he is called, or is handed on to each Pack by its Leader at a pack meeting. For specially weighty matters a "Grand Council" is called, attended by all the Seconds as well as the Leaders, and thus nearly a quarter of the school, including all the boys of preponderating influence, are roped in with the government. Decisions which have been arrived at by agreement of all become the concern of all, especially when, as is often the case, the suggestion adopted has come from the junior side. After the Tribe Council each Leader talks the matter over with his second and secures his co-operation before passing orders on to his Pack. Sometimes the Leaders devise a scheme or the solution to a difficulty which the senior members know will not work. Never mind, let them try it; they do so, it fails; another Council is called and a better plan adopted; all of which is of the essence of education. A certain amount of time has necessarily to be given up by the staff to these deliberations, and patience is often needed, but all agree that it is abundantly worth while; the "masters *versus* boys" legend soon disappeared and the word "cave" has vanished from the school vocabulary.

The organization being formed, the next thing was to apply it to the problem of school work, which was at a low standard just after the War. For some years previous to these experiments a weekly mark sheet and form order had been got out and read each Sunday morning. This was continued, but the form order was abolished, grades being substituted, α, $\beta+$, β, $\gamma+$, γ and δ corresponding to various percentages ranging from seventy-five and over to forty and under. A system of scoring was then worked out and has been modified from time to time since, in the light of experience. At present each α counts two points to the Pack, each β plus 1, a γ minus one and a δ minus two. In addition the average percentage of all nine boys is worked out for each Pack; if it is above sixty, the Pack scores four, if it is below fifty-five, minus four. If the average for the whole Tribe exceeds a certain figure (twice raised during the past three years on the recommendation of a Leaders' committee appointed to consider the matter) a bonus of twenty points is earned by the whole Tribe. If in a period of three weeks the Tribe score reaches fifty, a "Leaders' Day" is awarded; if seventy, the height of bliss, a "Ninepenny Day." These terms will be explained later.

It has been an easy matter to include punctuality and personal cleanliness in the scheme. If a boy is late for any set occasion, such as a lesson, call-over, meal, &c., or if he appears in an unreasonably dirty condition, or has to be stood up for bad manners, he loses half a point for his Pack; while, conversely, if a Pack secures a clean sheet in this respect for a week, it scores a bonus of two-and-a-half. The immediate result of this was that the whole matter of punctuality was handed over to the Leaders seven years ago and has remained in their very capable hands ever since. There are no penalties for lateness, except in extreme cases; it is quite enough that a point is lost to the Pack, and public opinion is very forcibly against the slacker.

The whole standard of work and conduct rose greatly as a result of this arrangement. A boy is no longer working for his own hand against his neighbour, but for the honour of his Pack and the Tribe. It is no longer to his interest that his neighbour should do worse than he, it is rather his interest to help his neighbour, if he can, since even though he belongs to another Pack, the Tribe will benefit and the coveted reward in which all will share be brought nearer. Moreover, the slow boy who can raise his output from forty-nine to fifty-one is doing as much for the Tribe as the clever boy who rises from seventy-four to seventy-six. A word is necessary about these rewards. On a "Leaders' Day," the whole time-table, including games, meal-times (within limits), and preparation, is turned over to the Leaders to organize, the only stipulations being that at least three-and-a-half hours of solid work must be done and that the staff shall not be required to teach other than their usual subjects. Many of the junior forms are taken

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by Leaders, who prepare their lessons assiduously for days beforehand, and occasionally the whole staff find themselves free for a couple of hours and retire joyfully to play golf. At such times the form rooms are unusually quiet, for most professional teachers are inclined to work their voices too hard. On a Ninepenny Day all the boys except the Pups make up parties containing not less than three or more than seven, with a Leader or a second in command, and set off for the day to go where they like and do what they like, with ninepence a head for food, and subject to the mild restriction of no pubs or cinemas, and that the honour of the Tribe is in their hands. It is worth recording that in seven years no case has come to light or complaint been received of this freedom being abused.

The effect of this seemingly complicated system is undoubtedly that both good work and good manners have become matters of public opinion; indeed the difficulty has rather been to protect the slow or backward boy from too much pressure from his fellows. It has sometimes even been necessary to "outlaw" a special case for a time, though boys are very reasonable creatures and are quick to realize on the whole when a slow fellow is doing his best.

Each Pack is on duty for a week, with the Leader in command. He knows what has to be done and distributes the duties among his Pack. He or his deputy takes all parades and call-overs, sees to a certain amount of locking-up, rings all bells, and keeps the list of latenesses. The Pack has also certain public services, such as orderly duty at meals, entrusted to it for the week. On Monday and Tuesday, perhaps, the Leader will take charge himself; on Wednesday he will put his second in his place and retire himself to the ranks; while on Thursday or Friday quite a junior member of the Pack may be given a chance, and it is not uncommon to see the morning P.T. Parade jumping to attention at the command of a small urchin in the middle school. Nothing is thought of this; every one does it in his turn, and it is accepted as a matter of course. It is in this way that the third of the problem finds its solution: every boy of twelve, even if he is not a Leader or a second, gets his moments of command and his taste of authority. Every one gets it and so none are spoiled by it, though all benefit from it. Of the boys who leave the school more than eighty per cent have been Leaders or seconds, or have held some office for a time at least under the Tribe, which has given them an experience of responsibility.

Finally, there is the moral tone. The Leaders have this in their hands and it is for the headmaster to see that they take their work seriously. They have their representatives in every dormitory and form—sometimes more than one. Each Leader keeps in touch with such of these as are in his own Pack and has to initial the Tribe-leader's book each week in token that he has done so. No school is safe from contamination from without or within, but it is scarcely possible for anything undesirable to go on for more than a day or two without its coming to light, while the bully has no chance to get going.

The Leaders have no power of punishment except to give "runs" for small offences, and lines to a limited extent. All such penalties have to be entered up in the Tribe leader's book, which is shown regularly to the headmaster, and must be justified if required, so an effective check is kept on them.

The writer is often asked whether this way of running a school is successful. As a help towards the solution of our three primary problems it has certainly succeeded triumphantly, and whatever its defects may be (they are not difficult to find), it has made possible an extraordinary frank and mutually appreciative relationship between boys and staff, and between big boys and little boys. In details it is failing constantly, and perhaps this is its strongest point, for we learn far more from failure—if it is the right kind of failure—than we do from success. To tackle a job, invent a scheme, fail, think it out, try again, and ultimately succeed; that is education, for that is life.

CHARLES D'ORLÉANS

Serviteur plus de vous, Merancolie,
Je ne seray, car trop fort y traveille;
Raison le veult, et ainsi me conseille
Que le face, pour l'aise de ma vie.

A Non Chaloir vueil tenir compaignie,
Par qui j'auray repos sans que m'esveille.
Serviteur plus [de vous, Merancolie,
Je ne seray, car trop fort y traveille.]

Si de vous puis faire la departie,
Et il seurvient quelque estrange merveille,
Legierement passera par l'oreille!
Au contraire jamais nul ne me die
Serviteur plus [de vous Merancolie!]

P. CHAMPION'S TEXT.

Maestitia, cultor non ero amplius tui
Onerosiora quae imperas mi munera.
Sic suadet Ratio sicque vult Prudentia,
Quibus quietae gratia vitae obsequar.

Securitatis iam, deae lentae, comes
Fiam, perenne quae otium dabit mihi.
Maestitia, cultor non ero amplius tui
Onerosiora quae imperas mi munera.

Te reiciendam cum semel curavero,
Res mira nimium siqua continget mihi
Aures volatu per meas ibit levi.
Id me volentem ne quis impediverit:
Maestitia, cultor non ero amplius tui
Onerosiora quae imperas mi munera.

BASIL ANDERTON.

COMPARATIVE STUDY OF ENGLISH AND AMERICAN SECONDARY SCHOOLS.—A meeting of the Committee for England, which is organized in co-operation with a similar Committee in the United States for the study of English and American secondary education, was held on Saturday, March 9th, at Dartmouth House, London. Dr. Cyril Norwood was elected chairman of the Committee and Mr. C. W. Bailey (Holt School, Liverpool), secretary. Prof. E. D. Grizzell, of the University of Pennsylvania, who outlined the scheme, has spent the year in England directing the organization of the study and has visited a large number of English secondary schools. He has also secured the co-operation of various secondary teachers' associations, as well as that of other official bodies. Many English people have shown the keenest interest in the proposed study, which aims at a scientific survey of the secondary education field in both countries for mutual help. It is hoped that by the work of this joint committee a better understanding and a more sympathetic relation between English and American educationists will ensue.

* * *

CENTRAL COUNCIL FOR SCHOOL BROADCASTING.—The first meeting of this Council was held at the Savoy Hotel (on February 27th) under the chairmanship of the Right Hon. H. A. L. Fisher. The Director-General of the B.B.C. outlined the position of the B.B.C. with regard to Broadcasts to Schools. The Kent report upon a year's experiment in that county led to the Advisory Education Committee, which in its turn resigned in order to allow the setting up of this Central Council. The B.B.C. was bound to retain final responsibility for matter broadcast. The chairman was firmly convinced of the great future of educational broadcasting. Broadcast lessons were not imposed upon schools and could only be an adjunct—a very valuable adjunct—to school education and could never replace the living voice of the teacher. Co-operation between the teacher in the school-room and the lecturer at the microphone was essential for success. Mr. Frank Roscoe (Teachers' Registration Council) was elected vice-chairman and Miss Mary Somerville, of the B.B.C., secretary. An Executive Committee was appointed with power to form appropriate sub-committees and to co-opt suitable persons from outside the Council. The Council will meet in May, and thereafter twice annually.

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Personal Paragraphs

PRINCIPAL A. H. TROW, has now come to the end of his period of service as Head of University College, Cardiff. Trained for the teaching profession at the Normal College, Bangor, he was one of a group of students who afterwards distinguished themselves in science—more particularly in botany. He served from 1892 to 1918 as lecturer and professor of botany at Cardiff. In 1918 he was elected Principal in succession to the distinguished physicist, Dr. E. H. Griffiths.

* * *

THE death is announced of Miss Hester Davies, the founder of the Training College of Domestic Arts for South Wales and Monmouthshire, at Cardiff, and for twenty-six years its Principal. She wrote and lectured widely on domestic subjects, and her books on cookery had a wide sale. One of her first students said of her, " She sent out a multitude of teachers imbued with her ideals of order, love of work, and attention to detail and duty."

* * *

A DISTINGUISHED figure in the educational life of Wales has passed away in the death of Lord Aberdare. Son of the first Baron Aberdare, who was Home Secretary under Mr. Gladstone, Lord Aberdare rendered distinguished service on the Court of Governors of the University of Wales and as president of the National Museum of Wales, an office to which he succeeded on the death of Lord Kenyon in 1927.

* * *

SIR WILLIAM REARDON SMITH, Bart., has been elected President of the National Museum of Wales in succession to Lord Aberdare. Sir William has been Treasurer of the Museum for five years, and in that time he has been instrumental in adding over £100,000 to its funds. He has been chairman of its building committee and his own personal gifts to the Museum have been on a magnificent scale.

* * *

THE Trustees of Oakham School have appointed Mr. F. C. Doherty to be Headmaster, in succession to Mr. W. L. Sargant who is retiring in July next after twenty-seven years' service. Mr. Doherty was a scholar of Westminster School, and graduated M.A. from Christchurch, Oxford. He has been classical master at King's College School, Wimbledon, since January, 1925, and was previously an assistant master at Radley College.

* * *

MR. R. W. JEPSON, Headmaster of the County School, Bromley, who succeeds Mr. C. H. Bicknell, resigned, as headmaster of the Mercers' School, Holborn, was formerly an assistant master at Dulwich College. He is an old boy of Shrewsbury School, and an exhibitioner of Magdalene College, Cambridge. He graduated with Second Class Classical Tripos in 1910 and Second Class Hist. Tripos, Part II, in 1911.

* * *

MR. T. McHOWAT, assistant director of education, has been chosen by the Cardiff Education Committee, to succeed Mr. J. J. Jackson on his retirement from office as Director, in May next. Mr. McHowat was trained at St. John's, Battersea, and graduated at London University with B.A. (Honours). For three and a half years he served as an assistant master at Manchester and then became Headmaster of St. Augustine's Boys' School, Monsall, Manchester. In 1917 he was appointed inspector of schools at Cardiff, and was promoted to the assistant directorship shortly after the Education Act of 1918 came into operation.

* * *

MR. R. WELLDON FINN, sometime scholar of Rossall School and Peterhouse, Cambridge, has been appointed Manager of the Educational Department of Messrs. William Heinemann, Ltd.

* * *

MR. W. J. DEACON, senior history master at Bedales School, Petersfield, has accepted an appointment as assistant director of education under the Warwickshire local education authority.

* * *

MR. JACOB MORGAN, the recently appointed Headmaster of the County School for Boys, Brecon, is an old pupil of Landovery College. He graduated with second class mathematics from Jesus College, Oxford, in 1912. After successive appointments at Darlington Grammar School and Bury County School, he accepted a mastership at Taunton School, where he became senior mathematical and house master.

* * *

EDUCATION is represented in the New Year Honours List by the following: BARON.—Boot, Sir Jesse, Bart.; for services in the promotion of education. KNIGHTS.—Evans, Robert Charles, proprietor of *The Teachers' World*. Fleming, John Ambrose, Emeritus Professor of Electrical Engineering, University College, London. Somervell, Arthur, lately Principal Inspector of Music to the Board of Education. C.B.—Holmes, Maurice Gerald, O.B.E., Principal Assistant Secretary, Board of Education. C.M.G.—Madden, Frank Cole, O.B.E., Dean of the Faculty of Medicine, Egyptian University, Cairo. COMPANION OF HONOUR.—Barrett, Lady Florence Elizabeth, C.B.E., Dean of the London School of Medicine for Women, President, Medical Women's International Association. G.B.E.—Crosfield, Sir Arthur Henry, Bart., Chairman of the National Playing Fields Association. McCormick, Sir William Symington, Chairman of the University Grants Committee and of the Advisory Council of the Department of Scientific and Industrial Research. D.B.E.—McIlroy, Prof. Anne Louise, O.B.E., Professor of Obstetrics and Gynaecology, Royal Free Hospital School of Medicine for Women, University of London. Phillpotts, Miss Bertha Surtees, O.B.E.; for services to scholarship and education. C.B.E.—Cullis, Prof. Winifred Clara, O.B.E., Professor of Physiology, London School of Medicine for Women. Ivens, Miss Mary Hannah Frances, Clinical Lecturer in Obstetrics and Gynaecology, University of Liverpool. O.B.E.—Ainslie, Miss Charlotte Edith, recently headmistress of George Watson's Ladies' College, Edinburgh. Best, The Hon. Margaret Mary, Honorary Secretary, School Empire Tour Committee. Ellis, Israel, Headmaster of Hayes Industrial School. Fletcher, Benjamin John, formerly Director of Art Education for the City of Birmingham. Hunt, George Edward, Municipal Engineer, Khartoum. Worthington, John Hubert, formerly Professor of Architecture, Royal College of Art. M.B.E.—Caton, Miss Alice Gertrude, Headmistress, Brassey Street Central Council School, Birkenhead. Lewis, George Gregory, Chairman, London School Journeys Association, Headmaster of Ellerslie Road Council School, Hammersmith. Lumbley, Mrs. Carrie Green; for educational services in Nigeria. Nichols, Rev. James Richard, Inspector of Schools, Barbados.

* * *

MR. GUY BOAS, who has been appointed Headmaster of Sloane School, Chelsea, is only thirty-two years of age. He is the son of Dr. F. S. Boas, the English scholar who is so well known as a former inspector under the London County Council Education Committee. Mr. Boas has a teaching record of seven years, and has already gained a reputation as a teacher of English at St. Paul's School, Hammersmith.

* * *

BY the death of Dr. Joseph Wells, Oxford has lost a prominent educationist. He was Vice-Chancellor in 1923, and Warden of Wadham College from 1913 until his retirement in 1927. He will be remembered as a strong opponent of the admission of women to the University, and as the author of a series of books on the history of Oxford and its colleges.

ONLOOKER.

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Correspondence

SCHOOL CERTIFICATE REFORM

In his recent reply to the Headmistresses' Association, the President of the Board of Education has singled out for criticism one particular certificate which should in the opinion of that body, entitle the holder to a pass in the First School Examination. He expressed the view that a certificate granted on English, botany, music, art, and housecraft could not be said to test either the school curriculum or the holder's possession of a good general education.

It does not appear that Lord Eustace Percy can have realized either the implications of such a certificate or the small distance which separates it from one which would ensure success at the present time. The candidate is presented in one subject of Group I, English, but the fact that she does not take history and geography in the examination does not mean that she has not studied these subjects throughout her school course. She takes one subject from Group III, botany, and to take this she will have done a four to five years' science course, during the first two years of which she will have been acquiring an elementary knowledge of physics and chemistry and in the majority of cases the study of these subjects will have gone on side by side with botany throughout the course.

It is difficult to believe that such a candidate who has also music as one of the three Group IV subjects which she takes, could not pass in an arithmetic paper, and given such a pass she lacks only the taking of a French paper. It is not essential that she should pass in French as excellence in her Group IV subjects would compensate for weakness there. All that divides Lord Eustace Percy's impossible certificate from those which do all that he would wish appears to be a little arithmetic and less French.

ASSISTANT MISTRESS.

THE NATIONAL UNIVERSITY OF IRELAND AND TRINITY COLLEGE, DUBLIN

With reference to your notice in the March issue, dealing with the resolution attacking Dublin University, recently passed by Convocation of the National University of Ireland, I think it only right to point out for the information of your readers, that, in Ireland, no one attaches the slightest importance to irresponsible resolutions passed by a handful of irresponsible members of Convocation.

It is necessary to bear in mind that these meetings are not representative of the body of graduates of the University engaged in serious work.

Convocation at present has a membership of between four and five thousand graduates, and although the quorum necessary for meetings is only forty members, frequently the meetings are abortive through lack of a quorum. At all times the greatest difficulty is experienced in ensuring the presence of the necessary forty members, so little interest do normal graduates take in the deliberations of this august assembly.

It is obvious from this that resolutions passed by convocation do not represent the sense of that body as a whole, but merely the nonsense of a small clique which constitutes the quorum.

The very best of relations at present exist between the two Universities in the Irish Free State, both in academic matters, and in the realms of sport, and no one is likely to worry about resolutions passed at meetings rarely attended by any but a platoon of notoriety-seeking nonentities.

"GRADUATE N.U.I."

ARE HOLIDAYS TOO LONG?

The correspondence in the February issue over the length of school holidays was concerned with England only. It may, possibly, be of interest to quote customs that differ entirely from those of the home country.

Here in Argentina the numerous schools founded for children of British parents follow a modification of the Argentine system: this is to commence the year in March, and continue until the middle of November with a break of a week or so in July.

This division of the year is a natural one, depending on the heat of the summer, which is too trying to permit of scholastic work. The summer may be said to begin after All Saints' Day, but is not intolerable until after Christmas. In January and February, Buenos Ayres with its suburbs (where most of the English schools are situated) is an oven. By March, a diminution in the sun's scorching power permits a start to be made.

A stranger's natural impulse is to exclaim against such a long-continued stretch of work, especially as the State schools work six days a week; their hours are four a day, either 8 to 12, or 1 to 5. There are, however, public holidays, which occur conveniently at frequent intervals.

The British schools begin on March 1, and break up, either at the end of June, or about July 8. The next term is from August 1 to between December 12 and 22. The hours of work follow English usage, but most schools are obliged to cede the public feast days decreed by the State.

We thus save one "term-endishness"; an unnecessary examination is dispensed with; there is one less break in the continuity of teaching; one compilation less of statistics; the school year terminates at the natural end.

We do not find that the long term is detrimental to either teacher or child. Our mental attitude is disposed to accept what nature sends us: by accepting nineteen and a half weeks as a natural event, there is no more weariness in such a term, than in one of twelve and a half.

At any rate the system works well. J. E. GREEN.

PRESSURE OF ADVANCED COURSES

Your correspondent, "A Retired Teacher," in the March issue, raises the question of the "true interests" of a school, in her protest against the alleged pressure due to the Advanced Courses. If she means worldly success and educational prestige, she can be answered in one emphatic affirmative. Whether we like it or not, the world judges by the winning of college scholarships. Even the numbers applying for entrance are affected by this reputation. and no school can live without pupils. Sometimes, even the members of the staff, like certain heads, are keen to have advanced coaching. The headmistress of a large endowed school, with very low fees, once assured me that she could not retain the services of her brilliant mistresses unless they had an opportunity of keeping up their college work.

It may be silly and wasteful, especially as the citizen pays, in his taxes, for the expensive criticisms of the inspectors from the Board of Education, and, in his rates, pays also for the watchful eyes of those of the local education authority. But who reads any of their reports? After all, many of these inspectors once were teachers like the rest, and as such are suspect in the matter of branding their own herrings.

The ordinary parent sends his boy and his girl where they will get the highest chances of distinction for the lowest fee.

A RETIRED HEADMISTRESS.

ART APPRECIATION IN THE SCHOOLS

To realize the need of an awakening in regard to art appreciation, compare the figures concerning the number of candidates sitting for the General School Examination in drawing of the University of London. One hundred and thirty candidates offered the subject of history of architecture or painting (why not of sculpture or architecture, sculpture and painting?), out of a total of 13,484 candidates taking drawing, less than 1 per cent. Not that a formal course of preparation for examination is quite the best way to awaken real appreciation. But we have now courses of literary appreciation, of musical appreciation. And yet art appreciation is not where it ought to be in its place beside the others—literature, music, art. Why does art lag? Instead of working as though the aim were to interest, to awaken enthusiasm, the art teacher still too often spends his very limited time, rarely more than an hour and a half per week with each form, walking round classes of boys engaged laboriously or listlessly in the depressing task of attempting to make shaded pencil drawings of a sugar box, a pair of boots, a group of geometrical models, or what not. Model drawing should certainly

(*Continued on page* 232)

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not be suppressed, but its relative importance in a liberal course of art training for secondary schools is very small.

Training in power to appreciate what is good in architecture, sculpture, painting, pottery, and other manifestations of the soul of beauty in things made by hand, should be recognized as the main purpose of a school art course. Power to handle pencil, pen, brush, clay, wood, and other materials capable of being shaped to beauty—this is a secondary aim. As a tertiary aim the power to use pen or pencil in a utilitarian manner, to achieve reasonable accuracy in measured drawings of a useful kind. How should the course be distributed? It is not easy to get more than two periods per week per form. The course from the age of 11+ to matriculation lasts five years. How divide it in such a way that by the time an average boy sits for the General School Examination he may have some idea where to look for works of art in which he can take a reasonable interest; have some idea awakened by his own practical experiments how such works of art are made, what aims their creators had in view; have gained some power himself to wield the pencil, pen, brush, or what not, at least usefully? Each year every boy should visit some picture gallery, some sculpture gallery, some worthy building. Photographic reproductions of suitable pictures, sculptures, buildings, furniture, pottery should be shown and explained in the class-room. Each school should have as its chief wall decorations good reproductions of good works, or even good originals. Good casts are cheap. Photographic reproductions of good pictures ancient and modern, are increasingly cheap and available. There should be great freedom of choice of material for the pupil himself to use in his own work. Pencil, pastel, water-colour paint, chalk, charcoal, according to his taste, inclination, powers. Homework should be encouraged, but rarely be obligatory.

Is the question of staff so difficult? Perhaps at first there may be a little difficulty in finding teachers possessed of not only sufficient technical ability to teach children how to use the tools of the craft, but also with sufficient taste, understanding, and knowledge to conduct satisfactorily the course of tuition in appreciation that will begin to be expected of them. At present it may be that the supply will have to be found not from teachers specially trained for teaching, but from students of schools such as the Slade and Westminster, whose main purpose in life is not so much to help others to do the work but to do it themselves.

A helpful suggestion of Sir Michael Sadler's has been reported in the *Observer*: "that reproductions of great pictures should be available in lending libraries so that people might borrow them for two or three months." The public libraries already co-operate usefully with the schools in the matter of books. The problem of expense in the matter of pictures would be much simplified if they could co-operate in this way also. If Mr. Walter Bayes's suggestions that painters should lend their pictures at so much a year is taken up, it should be possible to hire good modern original pictures. What prints should be used? Where can they be obtained? The Medici Society, the Autotype Gallery, several German firms (try Zwemmer, Charing Cross Road) supply just what is wanted. The Photochrom Company and Messrs. Judges supply excellent architectural photographs. The museums and picture galleries publish series of pictures, post-card size and larger, at very reasonable prices. It should not be difficult to get most school authorities to permit the moderate and reasonable outlay that such a course will demand. Consider the expense in a course of musical instruments, gramophones, wireless, and so on. Messrs. Jack publish an excellent series of "masterpieces in colour," arranged in books according to the painters. If the colour sometimes fails to be quite adequate, tone, drawing, design, composition, human interest, are all adequately reproduced. I have open before me their "Chardin," with eight excellent plates and letterpress by Konody. Every school library should have the whole of this, or some other equally good series.

The University of London has, in addition to its examination in the history of art, given help by providing for the General School Examination, photographs of historical ornament, of which parts are to be drawn in line, and on the nature character period of which there are questions so that teachers are led to attempt courses of instruction in this branch of art history and appreciation.

What text-books should be used, if any? The little handbook No. V. "Art through the Ages," "Encyclopaedia Britannica" is useful. The general plan and arrangement of Elie Faure's "Histoire de l'Art" (Paris Crès,) might well serve as a model for a concentric five years' course. Its plates are selected with rare judgment. Mr. Hartrick's books on drawing link effectively instruction in drawing with appreciation of good examples. At two class periods per week, for eleven or twelve weeks per term, there are annually thirty-three or thirty-six periods. Wherever there are galleries and museums available at least one visit to a gallery or museum should be made by every child each term. It is a good plan to arrange with the official lecturer to take the class round for the first hour in the afternoon, 2 p.m. to 3 p.m., and to give the children more freedom for the remaining hour and a quarter to roam about and to discuss among themselves, or with the teacher, any other pictures or sculptures they want to see. For example a suburban fifth-year form recently visited the Tate. On arriving the official lecturer asked what kind of a lecture tour was wanted. The teacher replied: "Not too much Chantrey Bequest; some Blake; some modern French work." This rough outline resulted in a delightful and intent hour's instruction, during which there was time to see also an oil-painting by William Morris and some drawings by Turner.

As an afternoon consists of three teaching periods, such a visit disposes of three out of the thirty-six periods. In what proportion shall the remaining thirty or thirty-three be divided into chats and discussions about selected large scale photographic reproductions of architecture, sculpture, and painting, illustrating the history of the world's art and the pupils' own attempts to learn the use of brush and pencil? Say ten of the one to twenty of the other. What examples should be chosen? In what order? In the first year a tour of the world in ten lessons would be something like this. (i) Prehistoric art (reindeer, buffaloes, the amazing African rhinoceros); (ii) Egypt; (iii) Chaldea, Assyria; (iv) India, China, Japan; (v) Greece, Rome; (vi) Africa Oceania, Mexico, Peru; (vii) Mohammedan and Gothic art; (viii) Painting medieval; (ix) Renaissance; (x) Modern. Large scale photographs may be supplemented by smaller prints mounted on card and glazed for passing round the class. The making of copies of examples illustrated will be a useful method of getting the appreciation course to overlap and link with the course of instruction in how to draw and paint. On that side of the curriculum there should be plenty of free-drawing—whatever the pupil thinks he would like to draw from caricatures of people, to attempts to illustrate scenes in biblical reading, Shakespearean, and other literature, and to illustrate pupils' own writings, and scenes from everyday life. Another useful way of varying executive work is to encourage the making of measured drawings of purely geometrical designs coloured with a definitely limited scale of colour.

These remarks refer to secondary schools, but bit by bit the elementary schools may come to run similar courses. There are in these schools, here and there, teachers of real ability, sufficiently interested in the arts to take up the idea, amateur painters and craft workers who could be of great help to the movement. In addition to the books mentioned above, the following, among others, should prove useful as a nucleus of a school reference library on the subject: Prof. Lethaby's little work on architecture in the Home University Series (specially recommended by the University of London), Sir Bannister Fletcher's "History of Architecture" (Batsford, £2 2s.) Heinemann's "Ars Una" Series: several volumes for example: "Art in Great Britain and Ireland, 1909," "Art in Egypt," "Byzantine Art," "The Art of India." The Great Western Railway publication; "Cathedrals." "Greek Sculpture," Otto Schulze & Co., Edinburgh. "Drawing," A. S. Hartrick (Pitman). Illustrated catalogues published by the National Gallery, Tate Gallery, &c.

W. N. HILLS,

Leyton.

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Reminiscences: A Poplar School in Retrospect

By R. P. SCOTT, M.A., LL.D.

POPLAR was a very different place when I first saw it from what it has since become. In 1884, it was residential in an old-fashioned way. It was, in spirit at least, cut off from its neighbours of Limehouse and Stepney, and, as regards traditions and customs, its inhabitants were less Londoners than, as they styled themselves, "Poplarians."

East India Dock Road contained the houses of many well-to-do residents, who had long settled and worked in the district. These families exercised that kind of hospitality which usually characterizes a country district. They were well represented by Mr. Kirkaldy, who kept open house for friends and acquaintances, and by Mr. Marsh, a wise and old-world solicitor, who lived on the opposite side of the road. These typical households represented the two divisions in religion and politics which then cut deep into the life of the district. Mr. Marsh, as a stalwart Churchman, supported the Rector and the activities of the Parish Church. The Kirkaldy family, as Nonconformists, attended Trinity Chapel, which George Green in his latter days had founded. He lies now in its disused burying-ground, under a stone which testifies that goodness and mercy had followed him all the days of his life.

At both houses the headmaster of George Green's school, eschewing party politics as became his post, was a welcome and frequent guest; both appreciated his settling down in their immediate neighbourhood, and both valued in their own way the establishing of a type of public school hitherto lacking in Poplar. Another friendly house was that of the Rev. Charles Neil, incumbent of St. Matthias, the old Chapel of the East India Company; still another was that of Mr. Thomas Beck, the local superintendent of the East India Docks at Blackwall: both these, having sons of school age, sent them to the new school at its opening. Mr. Francis Corner, Medical Officer of Health for Poplar. who at the Manor House was, like Kim, "Friend of all the World," deserves a special word of remembrance. In the early days of the school, governors, parents, and, in particular, the headmaster, went to him in their difficulties and benefited by his insight and practical wisdom.

At this date there were in the district several private schools; these, however, either faded away or presently were absorbed in the new venture which, for a time, became for the masters concerned a veritable life-boat. The most noticeable of these rescues was that of Mr. C. A. Hardwick who, in his school adjoining the Rectory, had long done meritorious work. A year after George Green's school had been opened he was induced to join it as an assistant master, before he started afresh in Kent. This accession almost doubled the boys' school. More than this, it marked an era for the district. Henceforth schools providing secondary education would be on a public footing. Miss Chaffer, principal of a flourishing school in Stepney, was appointed headmistress of the then separate girls' school, and brought with her the majority of her pupils. In consequence, George Green's schools opened with more girls than boys. This preponderance, however, did not last long, and the lead once lost was never regained.

The new schools began with an exceptionally good governing body. The chairman was Mr. Henry Green, of Blackwall Yard, who later was to become the first M.P. for Poplar when the Tower Hamlets constituency was split up; he was supported by Mr. James Bryce, M.P., afterwards Viscount Bryce, then a representative of that undivided constituency, and one of the Dulwich College governors; he later entered the Cabinet under Mr. Gladstone, and subsequently became Ambassador to the United States. He was an ideal governor, being at once a man of learning and of wisdom and always accessible when advice on important matters was needed. Other governors were Mr. T. B. Wire, a wise and honoured Poplar resident, the Rev. J. Kitto, then Rector of Stepney; and the Rev. James Chadburn, minister of Trinity Chapel, who acted as clerk till the school opened. No headmaster could wish for a more sympathetic and understanding Body. Not only were the governors individually interested, but they realized the difficulties of starting a secondary school in the district on so small an endowment. In consequence, they supported and encouraged the headmaster with a genuine and untiring interest.

One characteristic of Mr. Green's chairmanship is specially worthy of record. So personal was his regard for the school that he looked upon it almost as a department of Blackwall Yard. In token of this he gave to the headmaster the valued privilege—shared with the Departmental Heads—of turning up at lunch any day without notice or special invitation. At such times affairs of the school became affairs of the Yard, and at the table Mr. Green would, as from a departmental point of view, discuss and settle the points on which I sought guidance. Incidentally, it may be noted that to Mr. Kittridge, one of these Heads whose two sons entered the school at its opening, is due the selection of the handsome pitch-pine panelling so characteristic of the Hall and the class-rooms, which is as sound now as when it was put up more than forty years ago. At the beginning the school had one local advantage which it has since lost. It was then open to Essex boys and attracted them in considerable numbers. They came mainly from Leytonstone, Woodford, and Buckhurst Hill, and brought with them a spirit of hard work, a keenness and an intellectual freshness alike notable and stimulating. Also, in a very real sense, they made the school free of the Forest. Rambles starting from Chingford and Loughton to High Beech became natural and frequent, and the air of the Forest circulated in the school.

As regards education, the work, though stimulating, was somewhat difficult during the three years of my sojourn as headmaster. Boys and masters had to get acquainted with each other; the changes incident to a quickly growing school were disturbing; financial conditions were restrictive. Finally, before I had time to dig myself in as headmaster, the call to march elsewhere came, and all that I could then do to establish the work was to commend to the governors as my successor, Mr. J. T. Ashby, the second master, who had been at the school from the opening and had always shown himself a true friend to boys; he was, moreover, a man of character and of inspiration.

As I look back, Poplar seems to have changed even in fundamentals. The old-time township has become a mere outlying quarter of East London. The old independent outlook embodied in the term "Poplarian" has weakened beyond recognition. But it may be hoped that the old stalwartness for which George Green stood, and for which —so long as it is true to his tradition—the school stands, is not gone beyond recall. It is well that Poplar should cherish his memory and should honour his name, for, to the thoughtful and to those who remember the days of old, what he accomplished in a long and strenuous life is still a call to self-help and personal industry.

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Prize Competitions

The winner of the March Competition is "Wehmut," *proxime accessit*, "Als ob."

The winner of the February Competition was Mr. Thomas P. O'Connor, Rathrone, Sydney Parade, Dublin, but he informs us that he won in the December Competition, therefore our prize is awarded to "Hippeus," who is asked to send name and address.

We classify the twenty-one versions received as follows:

Class I.—Wehmut, Als ob, Hilary, Copt, Trina, M. R., Chardonne, Blackheath, Agricola, Borderer, Rossie, Cadwal, Elsa, A. K. M., Barlaston, Gael, Sylvia, Hibernia, Freshwater, L. E. C., M. K.

EXTRACT FROM "DAS STUNDEN-BUCH"
BY RAINER MARIA RILKE (Insel Verlag, Leipzig)

Du siehst, ich will viel.
Vielleicht will ich alles:
das Dunkel jedes unendlichen Falles
und jedes Steigens lichtzitterndes Spiel.
Es leben so viele und wollen nichts
und sind durch ihres leichten Gerichts
glatte Gefühle gefürstet.
Aber du freust dich jedes Gesichts,
das dient und dürstet.
Du freust dich aller, die dich gebrauchen
wie ein Gerät.
Noch bist du nicht kalt, und es ist nicht zu spät,
in deine werdenden Tiefen zu tauchen,
wo sich das Leben ruhig verrät.

TRANSLATED BY "WEHMUT"

Thou seest, for much I pray,
Perchance for all:
The dark dismay of each abysmal fall,
The tremulous light of every upward way.
So many live their lives and nought request,
Whose sleek self-judgment smoothly doth invest
Their names with princely state.
But thou wouldst rather those who thy behest
Fulfil, and thirsting wait.
Thou lovest those who fain of thee would drink
As of a brimming bowl.
Ere yet the waters cool, the swift hours onward roll,
In thy still, welling depths each one may sink
And find life for his soul.

"Copt" asks, in excellent German, about "Das Stundenbuch" which he has never seen. Sir Richard Gregory, one of the editors of this *Journal*, lent us his copy and we have not yet got over the beauty of it. The book is a mine of mystical thought expressed in apparently effortless, ever-changing verse. "Copt" thinks the verses not self-contained, and that the context would explain them. But no, the passage is barely related to the context, but seems like a little prayer, or thought—rather what Spaniards would call *una saeta*—arising from the mood of one particular hour. We think the fact that the book is called a "Book of Hours" gives the clue to its devotional aspect. The next "hour" begins

Was ist Rom?
Es zerfällt.

One point in the book is confusing—the absence of capital D for *Du* when the Deity is addressed.

We greatly admire the version which *proxime accessit*; it preserves the metre better than the winning poem, but it is not quite so faithful a translation. There is no indication that it may be a prayer, and in two phrases "Als ob" yields to the temptation to sacrifice the original to the delight of a beautiful line. But his version deserves quotation; here it is:

You see, I want much.
I want, perhaps, all:
The darkness of th'interminable fall,
The climb illumined by light's playful touch.
There be so many who want naught—
Ingloriously content—whose philosophic calm has bought
The insensuous moralist's applause!
But you rejoice, when you are sought
By one whom Life's insurgence draws.
You welcome those who use you as a tool—
Co-operate.
Still warm from use I find you; and the hour's not over-late!
I'll dip and drink from you as from a pool
Where Life is mirrored—I, Life's candidate.

We should like to go on quoting, so many were the fine poems sent in; "Hilary's," which begins:

Lo, wide is my desire,
And haply all things embraceth,
Dark path that each immortal falling traceth,
And every rising's play of shimmering fire.

"Copt's"

Thou seest, much will I essay.
Perhaps I will try all—
Whate'er is dark in ev'ry endless fall.
Each soaring-up lit with trembling ray.

(But we do not care for *ideas* as a rhyme for *please*.)

"Trina's"

So many live their lives beneath the sway
Of laws as smooth as their own souls:
They ask no more, and so attain their goals.

But the next couplet is too free:

But you in ev'ry vision take delight
That fosters prayer and calls for greater light.

"M. R.'s"

You see, I want much.
Perhaps I want all:
Each darkening downrush of infinite fall,
Each heavenward trend to light's tremor and touch.

Then it trails off into

So many a heart wants nothing, but rolls
On trimmed and imperturbable poles
Aloof and evenly turning.

"Chardonne's"

Thou findest joy in all who strive
To work with thee:
Thou art not cold and there yet may be
Time in thy teeming depths to dive
Where life throbs tranquilly.

If the middle stanza had been as close to Rilke's meaning, this poem might have been placed first, but

Slaves to their dull brutish thought

is too far from *Glatte Gefühle gefürstet*.

"Blackheath's"

You see how high I aim,
All for my province taking:
To plumb the deepest darkness efforts making,
And climb the dizziest heights of light and flame.

Unfortunately the devotional intention of the poem was lost in the final lines

Still are you never cold, and it is not too late
Into the growing depths to see you diving,
Calmly to meet what offer life and fate.

We have no space for more, but must add that we could not find a single version with sufficient blemish to warrant a Class II. The three at the bottom of our list are not quite so good as the rest, "Freshwater" and "L. E. C." because they did not bother to rhyme, and "M. K." for beginning such a correct version, and then suddenly, quite unaccountably, wandering into

So many there live and do nothing want,
And are by the code of common cant
In the eyes of the crowd ennobled.
But your heart leaps with a joyous pant,
Devotion emboldened.

We are so sorry that "Beetle's" fine translation of Jean Moreas' poem reached us too late for classification last

(*Continued on page* 238)

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month. This competitor's present camping place—Egypt—gives him a poor chance in such a quick contest.

A Prize of Two Guineas is offered for the best translation into English of the following passage from "Raymund," by W. E. Süskind. ("Tordis" Deutsche Verlags-Anst alt, Stuttgart.)

Ein paar Tage lang flackerte ein trügerisches Leben auf, es gab neue Arbeit, eine letzte Transaktion sollte noch alles aufs Trockene bringen. Aber dann kam Raymund eines Morgens ins Geschäft, nur um zu erfahren, der Chef sei fort, ins Ausland, nicht gerade betrügerisch, aber fahnenflüchtig, der grosse Herr habe kein Interesse mehr an seiner zusammengeschrumpften A.-G. (wie fett die beiden Buchstaben noch aussahen !)

Raymund hatte den Chef nicht wiedergesehen seit jener Nacht. Deutlich trat ihm alles wieder ins Gedächtnis, selbst eine Tanzmelodie von damals umflatterte ihn beharrlich wie eine Fliege. Nun, da der Chef entwichen war, hatte es freilich keinen Sinn mehr, zu diktieren and den Geschäften anzuhangen, und ganz unbegreiflich schien die emsige Erregung der Kollegen, all dieser fremden Gesichter hier. Warum waren die meisten verstört ?—Ach so, weil sie brotlos waren. Warum einige schadenfroh und selbstgewiss ?—Weil sie neue Stellungen ermittelt hatten, dreihundert Mark im Monat, mit aufgeblähten Backen ! Alle aber schimpften sie und sprachen von Fahnenflucht des Chefs ; als ob sie ihn gekannt hätten, so sprachen sie von ihm. Langsam ging Raymund durch die stillstehenden Räume, in denen die Möbel knackten und die unbeschäftigten Schreibmaschinen blinkten. Ins Chefkontor trat er ein, in dieses Allerheiligste von einst, als wäre dort noch etwas zu erfassen von den entflohenen Monaten.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries, which must be accompanied by the coupon printed on page 260, *must reach the office by the first post on April* 15, 1929, *addressed* "PRIZE EDITOR," The Journal of Education and School World, 3 *Ludgate Broadway, London, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

More schools were represented in this competition than in the last one ; and it was gratifying to find that, while the majority of these sent in work for the first time, not a few had tried again. One has to regret that more boys do not come forward. Though the number of entrants was larger than in the October competition, the average percentage of marks was higher, a fact that seems to show that competitions of this kind are a stimulus to improvement in essay-writing. One candidate failed to comply with the conditions of the competition ; his school was not given, his subject did not lend itself to literary treatment, and his composition was not endorsed as his *bona fide* unaided work. Although not specified in the conditions as hitherto given, it is desirable that the candidate's age should be stated on the cover of the essay.

A great variety of subjects was chosen, but they may be classified as literary, descriptive, or miscellaneous. Those on literary themes gained an average percentage of 72·6 marks ; the descriptive essays, of 62·5 ; and the miscellaneous, of 57·6. The average of the whole series was over 64 per cent—a highly creditable result, possible only where the essays sent in had been carefully selected, and presumably represented the best work of school or form.

While it is likely that literary themes based on school reading and discussion are those in which success in the essay is most easily attained, some belonging to the two other classes ranked high. That on the Dutch painters of the seventeenth century, showing as it did intimate knowledge, fine discrimination, and keen relish for the subject, easily gave its writer the third place in the competition. "Cartoons," "The Fascination of Speed," and "Allotments," if somewhat limited in scope, were ably handled. Nor did the choice of a literary subject invariably result in the best marks, though of this class all were good. Of notable merit was the essay on "Letters and Letter Writers." It began exceedingly well, but was without scale or suitable framework, and there was no end-knot on the thread of the discussion. The writer on Chaucer's Prioress was lucid and sympathetic, but perhaps took the Prioress more seriously than Chaucer intended. In dealing with Hardy's "Under the Greenwood Tree," the essayist showed a true sense of the atmosphere of that novel and of the influence of environment and scenery on its characters. "Elia's Sympathies" was treated with discernment and delicacy. In "Tourists" the writer harped too much on over-devotion to the guide-book. Sir Roger de Coverley would surely have found more marvels in modern London than elevators and electric light.

All these essays, however, ranked high, if they had their limitations. But, along with the essay on Dutch painters already referred to, those on Shakespeare's Battle Scenes, and Shelley's "Defence of Poetry" were of outstanding and unchallengeable merit. The former subject was perhaps the easier of the two, but the writer showed competent knowledge and admirable precision. And, while both were written in fluent, virile English, Shelley's fair yet passionate pleading was set forth with a sure and delicate touch, such as one rarely meets with in a school essay. Their merits undoubtedly entitled them respectively to the second and the first place in the competition.

The grouping of the candidates is as follows :

Class I.—First Prize, Beatrice Murray, Liverpool ; Second Prize, Margaret Nelson, Liverpool ; Third Prize, Charles Henry Blake, Bristol ; Mary Thorp, Beckenham ; Cruz Jensen, Liverpool ; Margaret Geoghegan, Birmingham ; Winifred J. Kershaw, Stockport ; Alfred G. Oliver, Saltash ; Babette E. Stern, London ; Diana K. Wyllie, London ; *Kathleen Thacker, Hull ; *Nancy Wiseman, Beckenham.

Class II.—Evelyn G. H. Shepherd, London ; *Dorothy Braddock, Birmingham ; *Mary Peet, Beckenham ; *Aileen Twiss, Stockport ; †Marie Hemingway, Isleworth ; †Lily Marple, Hull ; ‡Peggy Stubbs, Herne Bay ; ‡Marie Pailin, Stockport ; ‡Agnes Wilson, Hull ; Winnie Marrable, Olton ; §Elfrida Guppy, Saltash ; §Phyllis Peters, Saltash ; ||Mary Jope, Saltash ; ||Winifred Miller, Gravesend ; ||Joan Oates, York ; ||Margaret Wheals, Herne Bay.

Class III.—*Joan Anderson, Gravesend ; *Mary Macdonald, London ; *Betty Notley, Olton ; Patricia Clark, York ; †Enid Edsall, Gravesend ; †Veronica M. Logie, Edinburgh ; †Catherine Pegg, York ; Margaret A. Notley, Olton ; Iris Bacon, Herne Bay.

Class IV.—E. A. Gorvan, Southampton.

The signs * † ‡ § || denote practical equality in the various classes.

In spelling, grammar, and penmanship these essays showed a marked improvement on those of former competitions.

Essays for the next competition should be sent in early in June.

On the outside cover of the essays should be written :

1. The candidate's full name in block letters ;
2. The candidate's age ;
3. The name and address of the candidate's school ;
4. A declaration signed by the head of the school that the essay is the *bona fide* unaided work of the candidate.

On the left-hand corner of the envelope containing the essay (or essays) should be written "Essay," and it should be posted to :

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The First School Examination

The First School Examination we regard as one of the leading educational questions of the day, and we accept without hesitation Lord Eustace Percy's suggestion that the educational Press should continue the discussion initiated by himself and Miss Lowe, acting on behalf of the Board of Education and the Association of Headmistresses respectively. We premise, however, that what shall be taught in the schools is not a question for teachers only, but for that general public whose interests it is the special business of the President of the Board to watch over. The question in dispute is really a question of social and spiritual values, of which we teachers are not the sole judges. In his capacity as political head of the Board, we therefore regard the President as quite justified in discussing the curriculum of the secondary schools on equal terms with representative teachers in those schools.

The President devotes two pages and a half of his letter to a demonstration that the Board has never imposed irksome restrictions upon the secondary schools. Miss Lowe's reply is simple and conclusive. The President is here forcing an open door. Neither Miss Lowe nor any one else has complained of the Board's regulations on the subject. The criticism of the headmistresses is directed to the manner in which practical effect is given to those regulations. What is the use of talking about the freedom to experiment which the Board implies, when every teacher in the country knows very well that such freedom does not exist?

It does not exist because the examining bodies, who *in effect* are charged with the duty of interpreting the Board's regulations as to curricula, proceed to impose those very restrictions which the Board has avoided. Those restrictions were conceived and brought forth in academic circles, and they bear the marks of their origin.

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University bodies not only control the conditions of entrance to universities, which, of course, they have a sole right to do, but for practical purposes they are also controlling the whole conception of a general education, which they have no sole right to do. "But," cries the President, "why do you teachers allow this? If you gave the go-by to the school examinations in respect of pupils not proceeding to a place of further education, the Board would not complain, and would not deduct a penny from the grant! Why do you allow the examination to control the curriculum? The remedy is in your own hands." May we venture, with all possible respect, to say that, well within living memory, the very same kind of argument was used in official quarters when the elementary schools lay under the blighting influence of "payment by results"? The teachers were blandly advised, by men like the late Sir Joshua Fitch, to think less about the examination and more about the children's true welfare—when all the time the reputation of the school, and the teacher's professional reputation, depended upon the results of the examination. Nor does the President advance his case one inch by denouncing parents and employers, as well as teachers, for misapprehending what he regards as the real purpose of the examination, and for attaching high importance to "credits," and, worse still, to "matriculation equivalents." While the system remains, these evils will remain.

But no one who has followed the history of examinations in this country can doubt that the system will not remain. The younger universities, the technical and art schools, and the elementary schools, were all at one time under the thumb of the external examiner, the examiner being supplied respectively by London University, the old Science and Art Department, and the old Education Department. In all these cases, the external examiner has been put into his rightful position. Only in the secondary school is he still in the saddle. We regret, therefore, that the headmistresses continue to acquiesce in a purely external test, even under improved conditions. We believe that what is needed is a compromise between our rigid system and the rather easy-going reliance on school records that one finds in America; and we hope that the forthcoming mutual investigation of secondary schools in the two countries will contribute to such a solution. Until that solution is found the examination will control the curriculum—the tail will wag the dog.

We have said that though the universities are the sole arbiters of their entrance requirements, they are not the sole arbiters of what should be meant by a general education, the object of which is not to prepare for any particular occupation, but to prepare for the business of living. The President does not agree that a course in which "practical and aesthetic subjects" are strongly represented can be regarded as a good general education. What he, and those who agree with him, really mean is that such a course does not conform with the traditional and conventional conception of a general education. We are willing to take the President at his word, and to compare, let us say, geography with music, or algebra with cookery, as subjects of a general education. In his heart of hearts, the President seems to think of cookery as grilling a chop, and of music as strumming on a piano. But if cookery includes the chemistry of foods and the theory of food values—what then? And if music includes its theory and its history—a history, by the way, far more fascinating and profitable to some minds than the history of military adventure and political intrigue, which the President would readily admit as part of a general education—what then? We repeat that the prevailing conception of a general education rests largely upon convention, and we think it not without significance that women should be the first to defy that convention. The pioneer women of fifty years ago could do no other than accept things as they found them. The women of the present, with what we believe to be a keen perception of realities, reject the academic conception of a general education, and decline to countenance the separation of "academic" sheep from "practical" goats. We believe that the flowing tide is with them, and that they represent, not the cause of women only, but also the cause of humanity.

Occasional Notes

Public Schoolboys and Commerce.

SIR HAROLD BOWDEN, in an address recently given at a meeting of the Institute of Linguists, said that he had always felt that there was too broad a gulf between the commercial world and the academic. He suggested that this did not affect languages alone, but that the conception which the educationist had of education as a preparation for a practical life was inadequate. Boys should have their education directed by people who took some interest in their future careers. He believed it to be the rule rather than the exception that headmasters and house masters of public schools assumed that the future career of their boys was no practical concern of theirs. He went on to say that every boy destined for a commercial career should acquire a conversational knowledge of at least one foreign language and possibly also some elementary knowledge of economics or commercial practice. He suggested that employers could encourage a modification of the pedagogic attitude of detachment towards commercial affairs by showing their readiness to prefer young men with some previous training. These remarks contain some of the truth, but not all of it. It is within our knowledge that many headmasters do bestir themselves most actively in order to place their boys well, and that co-operation with employers is continuous and fruitful. The teaching of modern languages has certainly improved in recent years, and economics is now studied more frequently than it was. Employers ought not to expect that the details of commercial practice should be studied in school—that should come later. Many employers do not want it, for they perceive that it would imperil a good general education. We agree, however, that even more co-operation between schools and employers is desirable, and those who are working to that end are performing good service.

FOR some time past the Incorporated Association of Assistant Masters has been paying much attention to the subject of homework in secondary schools, and it has now issued a pamphlet on the subject compiled from information supplied to the West Kent Branch of the

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Association, which sent out a comprehensive questionnaire. Some of the facts brought to light are very surprising. It seems almost incredible, that in any school home, work should be required of very young children, and yet we find it stated that in some boarding schools pupils of 5 or 6 years of age have to do homework. If this custom is at all widespread it would appear that a new "Cry of the children" should be written. But it is only fair to add that some schools set no homework at all to pupils below the age of 10. An examination of the pamphlet leads us to the conclusion that in this matter there is very much confusion, very great diversity of usage, and very little evidence of any carefully considered plan as to the place homework should take among school activities. While opinions vary as to the amount of overstrain caused by homework and as to its general effect on school life, it may be impossible to lay down a definite policy. But action of the kind taken by the I.A.A.M. has a distinct value in focussing public attention on the question, and we hope that, with its usual energy, the Association will not be content to leave things as they are.

Homework in Secondary Schools.

ONE of the most significant paragraphs in the explanatory memorandum issued with the education estimates reads as follows: "The decrease in grants for elementary education, amounting to £494,000, is the result of an anticipated increase of £256,000, due to increased expenditure of local education authorities, and a net decrease of £750,000, due to the estimated increased produce of a 7d. rate, which operates as a grant-reducing factor for elementary education, and which is a result of the increased assessments on April 1, 1929, expected under the Rating and Valuation Act, 1928." Educationists will view with some misgiving a process which results in a decrease of national grants and an increase of local expenditure on education. We may take as an example the town of Burnley, where the budget recently presented showed a call on the rates of £97,341, an increase of almost £11,000 and equivalent to just over a 4d. rate. Expenditure in four years, according to a statement by Alderman Buchanan, has increased 16·2 per cent, but Government grants and other income have increased by only 10·4 per cent, leaving an increase of 23·2 per cent to be borne by the rates. We are aware of the contention that if local authorities have to increase the education rate they will be relieved in other directions under the De-rating Act. Any general increase in local education rates is nevertheless a matter of some apprehension—the tendency to false economy is all the more difficult to meet.

The Education Estimates.

WE note with pleasure that the *Daily News*, in commenting on the education statistics published by the London County Council, seizes upon the statement that the number of children attending school up to 14 years of age has decreased by 30,341, and makes the useful suggestion that this decrease should furnish an opportunity to decrease the size of classes. We trust that this lead given by a great daily paper will be followed up, and that public opinion will insist on this reform being carried out. We have previously remarked on the tendency to enlarge junior classes at the expense of senior classes, and we are of opinion that it is high time classes were everywhere reduced to a maximum of 40. Recently an attempt was made to make the "40 and 48" scheme of the London County Council apply to numbers on the roll instead of numbers in average attendance, but even this small instalment of reform proved unacceptable to the party in power. It is time, too, that in secondary schools a return was made to the old staffing standard of one in twenty instead of one in twenty-two. The required changes could be made gradually, as the downward curve of decrease in numbers is not expected to reach its lowest point until 1933. No single reform, in our opinion, would have a more far-reaching effect than a progressive reduction in the size of classes.

A Good Suggestion.

MUCH has been done during the last forty years with the view of introducing children to the world of books. America, the British Isles, and many European countries, have all developed schemes of library provision for children. Some five years ago a summary of these schemes appeared in Miss G. Rees's book, "Libraries for Children." In 1921 the Prime Minister's Committee's Report on Classics in Education spoke wisely and helpfully on the question of school libraries. In the United States, where the race problem is urgent, an extraordinary amount has been done for children, by co-operation between public libraries and schools. In England, for financial and other reasons, less is accomplished by the public libraries. Yet since 1899, when Cardiff started its scheme for establishing libraries in schools, these institutions have shown a growing interest in their relations with juvenile readers; and nowadays all the more important municipal libraries make a special feature of such work, as also do various county and rural libraries. To take one example: in 1914 Coventry included separate rooms for children in three new branch libraries, and since then the efforts have not relaxed. At present Mr. Newell, the librarian, is giving a course of lectures to teachers on 'The Library and the School.' He was one of the six delegates who reported to the Carnegie Trustees in 1926 after a visit to the libraries in the States.

Public Libraries and Schools:

THE Coventry Libraries Committee administers the school libraries system, and the object of Mr. Newell's lectures is to introduce a scheme of school lectures on books, reading, and practical librarianship. He will have done good service if, by such co-operation with teachers, he can encourage children to think and explore books for themselves. He will have helped to foster intellectual and moral growth "in an atmosphere of freedom." Naturally, the functions of school libraries and public libraries are somewhat different. In the former there is more of restraint and control in the choice of reading. In the latter there is a larger measure of independence. As the 1927 Government Report on public libraries says, "It is possible that the books selected by a child for its own reading will not be actually as good as those selected for it by an adult; but the child will be forming the habit of finding its own way about a library and is more likely to acquire the real love of books in this way." That, after all, is the main thing.

And Co-operation and Functions.

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Educational Warrants.

MR. FRANK ROSCOE was, no doubt interested to see that his proposal that educational warrants should be issued in respect of children so as to give parents a free choice of schools was the subject of a question in Parliament. Lord Eustace Percy replied that the suggestion would apparently involve the conversion of all grants in aid of elementary education into capitation grants. This would certainly be a revolution in educational finance. The President added that the relief of income-tax in respect of children was approximately equal to the cost of elementary education. Is there not some confusion of thought here, since the non-income-tax payer pays no tax but obtains free education for his children. One member suggested that a system of educational warrants would subsidize snobbery. Mr. Roscoe's scheme, it will be remembered, received approval from Mr. A. A. Somerville, who attached great importance to the parents' right to a choice of schools.

Royal Scholarships.

THE writer of the technical school notes in *The Times Educational Supplement* raises the important question of the scholarship system in its application to technical institutions. A good number of youths of high capacity still remain outside the secondary school system. We regret to learn that Royal Scholarships, tenable at the Royal College of Science, are being obtained in increasing proportions by secondary school pupils. Thus, in the past six years twenty-three secondary pupils obtained scholarships in physics, as against three technical students. For chemistry, the numbers were twenty-six and ten. Only four scholarships in biology and six in geology were awarded in six years. Would not the Board of Education be well advised to establish a distinct scholarship system for technical institutions? The conditions of study are widely different from those obtaining in secondary schools. Many excellent students from technical schools have in the past obtained the opportunity of higher education through the Royal Scholarship system.

Training of Botanists.

IN the *School Science Review*, Prof. A. G. Tansley, of Oxford, makes a useful contribution on botany as a university subject. At the beginning of this session, he says, only two men proposed to "read" the final honours school in botany, while ten intended to take zoology. This is most discouraging in view of the insistent demand of the Colonial Agricultural Service for men trained in botany. Funds are available for at least twenty colonial agricultural (post-graduate) scholarships of the value of £250 per annum, leading to well-paid appointments, the men being required both for research and for administrative duties. How can we encourage a "due supply" of students of this important subject? For our part, we can only appeal to secondary school teachers to select and encourage "biologically-minded" boys and to counteract the prevalent idea that botany is "a girls' school subject." Students must have, as Prof. Tansley says, a thorough grounding in chemistry and physics, with some clear idea of their application to the processes of living organisms. The other desideratum is the naturalist's habit of mind. Detailed facts are relatively unimportant, notwithstanding the importance attached to examinations.

Continuation Education.

MR. BLYTHE, the Free State Minister of Finance, remains obdurate on the question of evening continuation schools. He cannot afford the grant, which will accordingly cease from the 31st of this month. He hopes, however, that some system of continuation education may be provided in a bill to be introduced during the summer. The Minister for Education does not protest at his decision, because he is inclined to regard the present schools as not fulfilling the purpose of genuine continuation classes. The position of teachers in these schools is unfortunate, but, presumably, most of them are not mainly dependent on their earnings from such evening work.

Academic Freedom and the University of Wales:

IN his farewell address to the Court of Governors of University College, Cardiff, Principal Trow made some striking statements, some of which are certain to engage the attention of those concerned with the administration of the affairs of the University of Wales in the future. In the last thirty years, and particularly in the last decade, he said, the University had effected an unobtrusive, but none the less effective, revolution in Wales. Wales had almost achieved a second birth. But there was a danger that the central control of the University might injuriously affect the primary work of the constituent colleges, which was the pursuit of truth for its own sake. The University, as the controller and distributor of the funds which provide the chief income of the colleges, might seek to exercise and control the academic function of the college in such a manner as to handicap its legitimate growth and development. He did not suggest that the University of Wales had failed, on the whole, to discharge its duties to the satisfaction of the Welsh people, but he did feel that the federal system carried in it germs of great danger. Under such a system pressure was often brought to bear by one college on another or by one group on another group. It behoved each constituent college to resist unreasonable external financial pressure be it from University Grants Committee, from the University Council, from local education authorities, from capitalists on the one hand and from Socialists on the other.

University College, Cardiff.

PRINCIPAL TROW also said that, in his view, the often debated question of whether education should be vocational or purely cultural was a barren and unprofitable one. A student before entering college should have given serious consideration to the aims he sought to achieve, and should adopt a scheme of study likely to help him to the end he sought. He observed amongst students, increasing interest in this matter of adjustment of course of study to aim. He believed that every subject in the College—and there was a very wide range—was taught so as to exploit its full cultural value. The College could only offer a reasonable and fairly wide choice. The student was the adapting agent. The endowments of the University of Wales and of its constituent colleges compared most unfavourably with those of other universities in Great Britain and were quite inadequate to meet real needs. Government grants, too, compared unfavourably with those given in other countries. In the days immediately following the war the influx of the ex-service type of student, more mature in age and

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experience, had had a profound effect on the tradition as to the relations between students and university authorities, and the Senate had set up a scheme of self-government of the students by the students. One of the most important results of this scheme had been the establishment of the Students' Union. The President of the College stated that Dr. Tom Jones, Deputy Secretary of the Cabinet, had told him that University College, Cardiff, had reached a very high standard in comparison with other universities throughout the kingdom.

The Cardiff Medical School.

PUBLIC opinion in South Wales is hardening in the direction of a conviction that the disastrous Medical School controversy has gone on too long and that a solution must be found and acted upon without delay. The retiring Principal, Dr. Trow, has been in intimate personal touch with the problem for rather more than twelve years, and was a member of the conference whose failure to produce a scheme satisfactory to the Treasury led to the appointment of a Royal Commission. In his view, University, Hospital and College must agree (1) that the Medical School shall be worked on the unit system in the same way as the Faculty of Science was worked, *i.e.* by means of separate college departments; (2) that every reasonable facility shall be given by the hospital to enable this method to be carried out with thorough efficiency; (3) that the hospital authorities shall be masters in their own house and that university medical teaching within the hospital should conform to its regulations, and (4) that the interests of school and hospital shall be of paramount consideration. This clear definition of lines of solution appears likely to focus consideration anew on this vexed problem. It is, of course, well known that the considerations which have presented insuperable difficulty up to the present have been mainly personal ones. In the face of strong growing public discontent of the disastrous results to present students of the school and of the danger of financial impoverishment of the institution itself, it is unlikely that such considerations will be allowed to stand in the way of a settlement much longer. It is not unlikely that one or two of the strongest local education authorities making substantial contributions to the College will shortly intervene and demand a settlement of the dispute on pain of withdrawal of subventions.

Church Representation on Scottish Education Committees.

IT was generally believed that when Sir John Gilmour, on behalf of the Government, had accepted the Scottish Churches' demand for representation on the Education Committees set up by the Local Government Bill on the basis of recommendations made by special Church Committees, and had increased the minimum representation from one to two members, the Churchmen would be satisfied. But seemingly they have studied the parable of the importunate widow to good purpose. The latest request is that the nominating committees should be constituted in such a way as to give membership to the different Churches in proportion to the number of charges they have in a particular area. And once again Sir John Gilmour has met their wishes, though obviously with no great liking for the scheme. The result will be that practically everywhere the co-opted Church representatives will belong to the Church of Scotland, now made numerically stronger than ever by the accession of the United Free Church, and that the non-established Churches, other than Episcopalian and Roman Catholics, will be entirely left out. An interesting criticism of the arrangement, as submitted to the House of Commons, was that by measuring the relative strength of the Churches by the number of charges, the Salvation Army would not get representation, and this, very properly, is to be made right in the final version of the Bill. The Presbyterian Church presumably will feel happier for the elaborate machinery it has succeeded in setting up to protect religious instruction against attacks not likely to be made so long as religion is alive in the Churches. It is to be hoped that it has not sown dragon's teeth that will come up as inter-denominatal conflicts in the days to come. That would be an unhappy outcome of their safeguarding measures.

Free Secondary Education in Scotland.

AT a recent meeting of the Dundee Education Authority it was intimated that a letter had been received from a solicitor on behalf of two parents who had refused to pay fees for their children at a secondary school under the Authority. The parents' contention was that the Authority was under obligation to provide free secondary education for children who had passed the qualifying examination, whether or not they succeeded in getting the percentage of marks which the Authority had fixed for the award of bursaries. The Education Department, it appeared, had called for the correspondence, and the Authority accordingly decided not to discuss the matter. Probably the public will hear nothing more about it. Similar situations have arisen in different authorities since the passing of the 1918 Act, and judging by the fact that the question has never been allowed to come to a legal issue it would seem that the claim of any parent in any part of Scotland to free secondary education for his children provided they have passed the qualifying examination is irresistible. The Act quite specifically requires adequate provision to be made throughout the education area of an authority of all forms of primary, intermediate, and secondary education in day schools without payment of fees, and while allowing the maintenance or support of fee-paying schools, makes it plain that it is to be "in addition and without prejudice to such adequate provision as aforesaid."

Bodleian Library.

OXFORD University has found a happy solution of the Bodleian Library controversy. Congregation has passed a decree, without opposition, for the building of a repository outside Oxford in which little-wanted printed matter will be housed. In addition, it is proposed to build on the north side of Broad Street a dignified building connected with the Bodleian by a subway to afford space for special libraries and room for instructional and other purposes. The suggestion of special libraries in which the student of particular subjects will have his books and works of reference readily accessible is admirable, indicating a line of development which London and other universities would be well advised to copy. The alternative of a single huge building which the Bodleian would presumably require does not accord with the architectural character of Oxford, and has been wisely defeated. The present scheme may not solve the

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difficulty of housing the output of printed matter for all time but it represents a sensible compromise.

Hygiene at Cambridge.

AN interesting discussion has taken place at Cambridge on a proposal to discontinue the award of the Diploma of Public Health. This diploma has a high reputation throughout the world, but it is argued that it is taken mainly by what may be called "external" students, or at any rate mature students taking brief "refresher" courses. There are difficulties apparently in providing instruction for these students, and it is argued that the new London School of Hygiene is better fitted to do this work. Owing to the lack of clinical material, Cambridge has always been handicapped in the matter of medical education, and all its medical degrees are in the nature of "external" degrees, awarded to students who obtain most of their purely medical education in London or elsewhere. But hygiene is increasingly becoming a scientific rather than a medical subject. It would be difficult to over-estimate its importance, and we hope that Cambridge will continue to make its contribution both in study and research, specializing possibly in the chemical and physical aspects.

Imperial College.

LONDON University seems fated to live in an atmosphere of turmoil. No sooner are the controversial questions in regard to the new Statutes settled, than the gage is thrown down by the Imperial College. So strong is the feeling there on certain aspects of the reconstitution that the question of the desirability of the College remaining a School of the University is seriously raised in its annual report. The College would have preferred a larger Court with a smaller proportion of Senate representatives, in order to secure a "detached or judicial manner towards the important matters within their wide powers," and some elements of the control in future to be exercised by the University over its "Schools" are considered to be open to objection. "It will accordingly be our serious duty later," the report states, "to consider and to determine whether or not the Imperial College shall become, or remain, a part of the University." If a policy of separation involves an amendment of the Royal Charter, the question will presumably have to come before the Privy Council, for the Charter, in its present form, prescribes that the College shall be a School of the University.

Local Administration.

UNDER new legislative and natural developments, local administration is becoming increasingly important, but the question of prescribing standards of educational and professional training for officials seems to make no progress. There is no doubt a good deal of local nepotism in these appointments and, for no very obvious reason, preference has been shown for men trained as solicitors. Some mistrust exists locally of the type of administrator which some German and American cities favour, with wide powers and responsibilities. We should hesitate to recommend the system of selection by competitive examination favoured by the Civil Service. Would not the universities be well advised to consider the question of special training for local administration? Evidence presented to the Royal Commission on Local Government suggests that the university graduate is not held in high esteem in local government, perhaps because the degree does not usually connote specialized training. The London degree in economics has merits, but does not fully meet the need since economics is not a subject of local interest. Several other subjects of the curriculum are, however, useful to local administrators.

Comparative Education.

THE scheme for a comparative study of English and American secondary education has been initiated by the appointment of a joint committee and the English committee has held its first meeting. Its personnel is representative of secondary schools and organizations in this country. On this side the preliminary work has been in the capable hands of Prof. E. D. Grizzell, of the secondary education department of the University of Pennsylvania. It is expected that the study will extend over several years, and we understand that a comprehensive definition of secondary education has been adopted for working purposes. Dr. Norwood, of Harrow, presided at the first meeting of the English committee. The American committee has been selected and includes some well-known leaders in secondary education in America. Provided an equal candour is shown on both sides in pointing out the virtues and defects of the two systems, the experiment should have useful results.

Carnegie Trust.

IN his speech at the annual meeting of the Carnegie Trust, held in London, Lord Sands gave convincing proof of the improvement of our higher education in recent years. Whereas in earlier days an appreciable number of the Trust's research scholars and fellows studied abroad, especially students of history, medicine, and chemistry, that is no longer the case. Sir Joseph Thomson asserted that the majority of the science students in the country's universities were going into business. He was referring, no doubt, to industrial works with their own testing and research laboratories. The new procedure, under which inquiry is made into the financial circumstances of the family of the applicants, is reported as working well, though possibly not fully according with the original spirit of Mr. Carnegie's great benefaction. Two results of this innovation have been noticed—a slight reduction in the number of beneficiaries, and the possibility of increasing grants in necessitous cases.

Indian Students.

THE number of Indian students in Great Britain tends to grow, the Education Department of the Office of the High Commissioner for India, reports. It is now 1,800, representing two-thirds of the admissions from the Empire overseas. A welcome change is noted in the tendency for the students to spread themselves over the various institutions of higher education and professional training. But Sir Atul Chatterjee is of opinion that the proportion taking undergraduate studies is too high, and he expresses the hope that modifications in India of regulations for legal and medical training will make a much-needed adjustment. Some Indian students still come to this country without sufficient preparation, and some graduate students come with vague ideas as to what they wish or mean to do.

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History Reading for School Examinations

IV.—EUROPEAN HISTORY

By E. H. DANCE, M.A.

WHEN the external examination of schools began, no purely continental history was either taught or required. To-day, everybody agrees that continental, and even world, history, deserves its place in the curriculum, and the main problem is to determine what degree of prominence to assign to it, and how much of it to cover. The second problem alone is anything but a simple one—it comprises the question not only of the period to be taken, but also of the countries to be included. If the history of England cannot be properly understood without some knowledge of that of the rest of western Europe, the history of western Europe cannot be properly understood apart from that of the Near (and Far) East, and the New West. In other words, in a period when politics are world-wide, history ought to be world-wide too: in an age like ours, "European" history is only less parochial than the "History of England"; for nowadays, more than ever, the world is the parish of all of us.

Nevertheless, world history cannot be done. There are time-tables, which rarely run to more than two or three periods a week; there are text-books, which have to be published at a profit; there are examinations, which so far do not prescribe a course of world history; and there are pupils, who could not cover it if they did. The first and the last of these considerations go together. Given the time limits which always exist, the wider the field of history covered in a school year, the less thoroughly any part of it can be done. This is a position which ought candidly to be faced, and it is closely connected (though not wholly for mercenary reasons) with the size of the text-books. The most popular university text-book of European history is Rivington's "Periods" in eight volumes. In that series, from beginning to end, there is far more space devoted to France than to any other country: yet the average School Certificate History of England is as long as this account, for undergraduates, of the history of France; while the same test applied to Methuen's "Six Ages of European History" (the favourite text-book for School and Higher Certificate), shows a scale about 60 per cent as long as that of a School Certificate text-book of English history.

Now most of us know that a pass (say with credit) in English history in the School Certificate can cover a gross travesty of appreciation of real historical issues; and we know, too, how much of the knowledge acquired survives the School Certificate year. If, as these text-books seem to show, the standard possible in European history is about 40 per cent below that reached in the history of England, it begins to be at least doubtful whether, after all, it is not better to teach our pupils a little real history, rather than a lot of unreal generalization. Books are already being written which, while professing to be British histories, do nevertheless attempt to deal with the most relevant parts of foreign history. Possibly these books point the way to the future treatment of foreign history in schools; but they will not do for the present, since they will not fit the syllabuses of the examinations.

Perhaps it is more practical to decide what period to take. In most cases, there is no choice, at any rate in the School Certificate. Of seven School Certificate examining bodies, four prescribe no period but the nineteenth century: one of these four insists that its European history period shall be taken with nineteenth century English history: and the eighth allows European history only in connexion with the English history period offered. In any case, most of us will want to choose a period of European history which will illustrate our work in English history, if only because examinations are more easily passed in that way—though there are better reasons for taking the same course. In fact, a vast majority of schools offer the nineteenth century in both English and foreign history, and it is an exceedingly exiguous minority which offers the medieval period. No doubt the refusal of most school certificate examining bodies to prescribe any but modern periods is due to the "administrative reason" that those are the only periods in which the number of entrants pays the expenses of examination; and one of the three bodies which do set a medieval period of European history, has in a recent year reaped the reward of its altruism in having less than ten candidates for the paper.

Yet, considered ideally, without regard to time-tables and expenses, the medieval period is perhaps the most, and the modern period the least, suitable of all. In the nineteenth century, European history is even worse than English history for its tangle of distracting undergrowth; whereas, in the Middle Ages, the issues which survive for study are mostly broad and easy to grasp, while the period when Europe at least was "Catholic" should offer to history teachers their best chance of treating their subject as "universal." Wider considerations like these, however, will play little part in determining the periods offered in European history—even for the Higher Certificate, where eight examining bodies provide a choice of twenty periods for general study, usually with special periods attached. Possibly teachers have reason to be thankful that the initiative is not wholly theirs, and that "administrative reasons" tend to dictate a choice which considerations of scholarship and education might fail to justify.

MODERN EUROPEAN HISTORY

A—Text-books, etc.

(i.) *School Certificate Standard*

H. WEBSTER, *European History*, Part II, 476–1643; Part III, 1643–1923 (Harrap, 5s. each).

A. J. GRANT, *Outlines of European History*, Section II, 1494 to present day (Longmans, 3s. 6d.).

—— *A History of Europe*, Part III, Modern Europe (Longmans, 6s.); last chapters obtainable separately, 1789–1918, 3s. 6d.).

Oxford Text Books of European History (Clarendon Press, 4s. 6d. each): *The Renaissance and the Reformation* (1494–1610), by E. M. TANNER; *Bourbon and Vasa* (1610–1715), by J. H. SACRET; *The Partition of Europe* (1715–1815), by P. GUEDALLA; *The Fall of the Old Order* (1763–1815), by I. L. PLUNKET; *From Metternich to Bismarck* (1815–1878), by L. C. JANE.

Six Ages of European History (Methuen, 4s. each): *Europe in Renaissance and Reformation* (1453–1660), by M. A. HOLLINGS; *The Age of the Enlightened Despot* (1660–1789), by A. H. JOHNSON; *The Remaking of Modern Europe* (1789–1878), by Sir J. A. R. MARRIOTT; (*Europe and Beyond*, by Sir J. MARRIOTT, is ostensibly a continuation of this series, but, in fact, it is too advanced for School Certificate work; Methuen, 6s.).

D. M. KETELBY, *Readings from the Great Historians* (Harrap, 3s. 6d. each): *European History to* 1789; *European History*, 1789–1914. Parallel with the similar books on English History.

S. H. MCGRADY, *A Note Book of European History*, 1400–1920, Methuen, 3s. 6d.). A useful series of topical notes, not too detailed for School Certificate purposes.

BISHOP, WILLARD, and ROBINSON, *Practical Map Exercises and Syllabus in History—European History to* 1714; *European History since* 1714 (Ginn, 2s. 6d. each). Parallel with the similar book on English History.

(For text-books suitable for School Certificate forms, but confined to the History of the last century, see below.)

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(*ii.*) *Higher Certificate Standard*

Sir R. LODGE, *The Student's Modern Europe*, 1453–1878 (Murray, 9s.); very useful for those who like facts; it is too full of them for some tastes. There is now a supplement by D. B. HORN (4s. 6d.), covering the years 1870–1920.

W. F. REDDAWAY, *Modern European History*, 1492–1924 (Arnold, 6s.); a short survey, not overburdened with detail.

J. E. GILLESPIE, *A History of Europe*, 1500–1815 (Knopf, 18s.).

C. SEIGNOBOS, *History of Contemporary Civilisation* (Fisher Unwin, 5s.).

Bell's *Special Periods of History* (2s. each); the volumes so far published on Modern European History are: 1515–1598, by F. C. HAPPOLD; 1598–1715, by A. D. INNES; 1789–1815, by J. A. H. WALKER; 1814–1878, by C. R. CRUTTWELL; 1878–1923, by R. B. MOWAT. (1715–1789, by S. S. CAMERON, is in preparation); sometimes not quite "advanced" enough.

Periods of European History (Rivingtons, 8s. 6d. each): *Europe in the Sixteenth Century*, by A. H. JOHNSON (1494–1598); *The Ascendency of France*, by H. O. WAKEMAN (1598–1715); *The Balance of Power*, by A. HASSALL (1715–1789); *Revolutionary Europe*, by H. M. STEPHENS (1789–1815); *Modern Europe*, by W. A. PHILLIPS (1815–1899).

J. H. ROBINSON, *The Middle Period of European History* to *c.* 1700 (Ginn, 7s. 6d.).

—— *Modern Times*, since *c.* 1643 (Ginn, 6s. 6d.). Both rather better suited to American than to English schools.

LORD ACTON, *Lectures on Modern History* (Macmillan, 12s. 6d.); deals mainly with the sixteenth and seventeenth centuries; closely reasoned; heavy for all but thoughtful pupils.

RAMSAY MUIR, *The Expansion of Europe* (Constable, 12s.); a short history of European colonization.

H. A. L. FISHER, *The Republican Tradition in Europe* (Methuen, 7s. 6d.).

Cambridge Modern History (Cambridge University Press, 14 vols., £18 5s.); covers the modern history of Europe in a series of articles, each by an authority. The last volume is an atlas, and the last but one mainly index.

G. P. GOOCH, *Annals of Politics and Culture* (Cambridge University Press, 10s. 6d.); a carefully compiled chronology, with political and social history in parallel.

Encyclopedia Britannica: articles on the history of the various countries and eminent people.

N. N. TRENHOLME, *Syllabus for the History of Western Europe* (Ginn, 3s. 9d.); a useful outline for "self-study"; based on Robinson's histories.

B—Source Books

J. H. ROBINSON, *Readings in European History*, Vol. II, *c.* 1500–*c.* 1900 (Ginn, 10s. 6d.).

ROBINSON and BEARD, *Readings in Modern European History* (2 vols., Ginn, 10s. 6d. each).

E. REICH, *Select Documents Illustrating Medieval and Modern History* (King, 7s. 6d.).

H. WEBSTER, *Readings in Modern European History* (Harrap, 6s.).

C—Special Subjects (including the history of separate countries over long periods)

A. J. GRANT, *The French Monarchy*, 1483–1789 (Cambridge University Press, 15s.).

E. F. HENDERSON, *A Short History of Germany* (Macmillan, 21s.)

MARRIOTT and ROBERTSON, *The Evolution of Prussia* (Clarendon Press, 7s. 6d.).

Sir J. A. R. MARRIOTT, *The Eastern Question* (Clarendon Press, 8s. 6d.).

M. A. S. HUME, *Spain, Its Greatness and Decay* (Cambridge University Press, 9s.).

BEAZLEY, FORBES, and BIRKETT, *A History of Russia* (Clarendon Press, 8s. 6d.).

D—Special Periods (General Reading)

(*i.*) *c.* 1494–*c.* 1650.

W. STUBBS, *Lectures on European History*, 1519–1648 (Longmans, O.P.); rather detailed, but very clear.

J. A. SYMONDS, *The Renaissance in Italy* (Murray, 7 vols., 12s. each).

E. SICHEL, *The Renaissance* (Home University Library, 2s.).

W. PATER, *The Renaissance* (Macmillan, 3s. 6d.).

A. A. TILLEY, *The French Renaissance* (S.P.C.K., 8d.).

F. SEEBOHM, *The Era of the Protestant Revolution* (Longmans, Epochs of Modern History, 4s.).

S. R. GARDINER, *The Thirty Years War* (Ep. Mod. Hist.).

L. HAUSSER, *The Period of the Reformation* (Higham, O.P.).

T. M. LINDSEY, *A History of the Reformation* (T. and T. Clark, 2 vols., 12s. each).

C. BEARD, *The Reformation of the Sixteenth Century*: Hibbert Lectures for 1883; very suggestive (O.P.).

D. OGG, *The Reformation* (Benn's Sixpenny Library).

J. A. FROUDE, *Lectures on the Council of Trent* (Longmans, 7s. 6d.).

VISCOUNT BRYCE, *The Holy Roman Empire* (Macmillan, 10s. 6d.).

T. L. MOTLEY, *The Rise of the Dutch Republic* (various cheap reprints).

E. ARMSTRONG, *The French Wars of Religion* (Blackwell, O.P.); very short, very stimulating.

A. A. TILLEY, *The French Wars of Religion* (S.P.C.K., 8d.).

F. FUNCK-BRENTANO, *The National History of France* (Heinemann, 12s. 6d. each); *The Century of the Renaissance*, by L. BATIFFOL; *The Seventeenth Century*, by J. BOULENGER.

D. OGG, *Europe in the Seventeenth Century* (Black, 18s.).

J. G. ALTHAM, *Student's Notes on European History*, 1494–1815 (Bell, 2s. 6d.).

W. EDWARDS, *Notes on European History*, 1494–1715 (Rivingtons, 10s. 6d.).

Biographies, Sixteenth and Seventeenth Centuries

R. W. SETON-WATSON, *Maximilian I* (Constable, 5s.).

E. ARMSTRONG, *Charles V* (Macmillan, 2 vols., 25s.).

C. BEARD, *Martin Luther* (Kegan Paul, O.P.).

Foreign Statesmen (Macmillan, 3s. 6d. each): *William the Silent*, by F. HARRISON; *Philip II*, by M. A. S. HUME; *Richelieu*, by Sir R. LODGE; *Mazarin*, by A. HASSALL.

Heroes of the Nations (Putnam): *William the Silent*, by R. PUTNAM (10s. 6d.); *Henry of Navarre*, by P. F. WILLERT (7s. 6d.); *Richelieu*, by J. B. PERKINS (7s. 6d.); *Gustavus Adolphus*, by C. R. L. FLETCHER (7s. 6d.); *Louis XIV*, by A. HASSALL (7s. 6d.).

Heroes of the Reformation (Putnam): *Martin Luther*, by H. E. JACOBS (7s. 6d.); *Philip Melanchthon*, by J. W. RICHARD (10s. 6d.); *John Calvin*, by W. WALKER (12s. 6d.).

(*ii.*) *c.* 1650–*c.* 1789

D. OGG, *Europe in the Seventeenth Century* (Black, 18s.).

F. FUNCK-BRENTANO, *The National History of France* (Heinemann, 12s. 6d. each): *The Seventeenth Century*, by J. BOULENGER; *The Eighteenth Century*, by C. STRYIENSKI.

H. SEE, *Economic and Social Conditions in France During the Eighteenth Century* (Knopf, 10s. 6d.).

E. REICH, *The Foundations of Modern Europe* (Bell, O.P.); stimulating essays on broad movements, from about 1763.

A. T. MAHAN, *The Influence of Sea Power upon History*, 1660–1783 (Sampson Low, 25s.).

J. G. ALTHAM, *Student's Notes on European History* 1494–1815 (Bell, 2s. 6d.).

W. EDWARDS, *Notes on European History*, II, 1494–1715; III, 1715–1815 (Rivingtons, 10s. 6d. each).

Biographies, Seventeenth and Eighteenth Centuries

Foreign Statesmen (Macmillan, 3s. 6d. each): *Mazarin*, by A. HASSALL; *Maria Theresa*, by J. F. BRIGHT; *Joseph II*, by J. F. BRIGHT.

Heroes of the Nations (Putnam): *Louis XIV*, by A. HASSALL (7s. 6d.); *Charles XII*, by R. N. BAIN (10s. 6d.); *Frederick the Great*, by W. F. REDDAWAY (7s. 6d.).

K. WALISZEWSKI, *Peter the Great* (Heinemann, O.P.).

(*iii.*) *c.*1789–1815

J. H. ROSE, *The Revolutionary and Napoleonic Era* (Cambridge University Press, 9s.).

LORD ACTON, *Lectures on the French Revolution* (Macmillan, 12s. 6d.).

L. MADELIN, *The French Revolution* (National History of France, Heinemann, 12s. 6d.).

A. AULARD, *The French Revolution* (Fisher Unwin, 4 vols., £2 10s.).

C. E. MALLET, *The French Revolution* (Murray, University Manuals, 4s. 6d.).

HILAIRE BELLOC, *The French Revolution* (Home University Library, 2s.).

G. P. GOOCH, *The French Revolution* (S.P.C.K., 8d.).

R. B. MOWAT, *Europe in the Age of Napoleon* (Benn's Sixpenny Series).

E. REICH, *The Foundations of Modern Europe* (Bell, O.P.).

A. T. MAHAN, *The Influence of Sea Power upon the French Revolution and Empire* (Sampson Low, 2 vols., 45s.).

E. CHANNING, *The United States of America*, 1765–1865 (Cambridge University Press, 7s. 6d.).

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Encyclopedia Britannica, esp. article on *Napoleon I* (J. H. ROSE).
J. G. ALTHAM, *Student's Notes on European History*, 1494–1815, or 1789–1918 (Bell, 2s. 6d. each).
W. EDWARDS, *Notes on European History*, III, 1715–1815 (Rivingtons, 10s. 6d.).

Biographies, Revolutionary and Napoleonic Era

J. H. ROSE, *Life of Napoleon I* (Bell, 10s.).
W. O'CONNOR MORRIS, *Napoleon* (Putnam, Heroes of the Nations, 7s. 6d.).
H. A. L. FISHER, *Napoleon* (Home University Library, 2s.).
P. F. WILLERT, *Mirabeau* (Macmillan, Foreign Statesmen, 3s. 6d.).

(*iv.*) *The Nineteenth Century*

GRANT and TEMPERLEY, *Europe in the Nineteenth Century*, 1789–1914 (Longmans, 12s. 6d.).
C. A. FYFFE, *History of Modern Europe*, 1789–1878 (Cassell, 2 vols., 15s. each). A supplement by G. P. GOOCH, covering the years since 1878, has now been published (Cassell, 21s.).
C. SEIGNOBOS, *Political History of Contemporary Europe* (Heinemann, O.P.); dry and analytical, but very suggestive.
A. C. FLICK, *Modern World History*, 1776–1926 (Knopf).
E. R. TURNER, *Europe* 1789–1920 (Heinemann, 21s.).
F. S. MARVIN, *The Century of Hope* (Clarendon Press, 6s.); like *The Living Past*, gives much more than the usual space to scientific and intellectual progress.
E. KIRKPATRICK (ed.) *Lectures on the History of the Nineteenth Century* (Cambridge University Press, O.P.); a series of lectures by authorities of various nationalities; very useful for correcting the insular view of European History.
Sir A. W. WARD, *Germany* 1815–1890 (3 vols.—1815–1852; 1852–1871; 1871–1890; Cambridge University Press, 18s. each).
—— *The Period of Congresses*, 1815–1822 (S.P.C.K., 3s. 6d.).
F. A. SIMPSON, *The Rise of Louis Napoleon* (Longmans, 15s.).
—— *Louis Napoleon and the Recovery of France* (Longmans, 15s.).
P. GUEDALLA, *The Second Empire* (People's Library, Hodder & Stoughton, 2s. 6d.).
E. BOURGEOIS, *History of Modern France* (2 vols., Cambridge University Press, 25s.).
E. REICH, *The Foundations of Modern Europe* (Bell, O.P.).
H. A. L. FISHER, *Bonapartism* (Clarendon Press, 5s.); traces the history of the Napoleonic idea in the nineteenth century.
W. MILLER, *The Ottoman Empire and its Successors*, 1801–1922 (Cambridge University Press, 12s. 6d.).
BOLTON KING, *A History of Italian Unity*, 1814–1871 (Nisbet, 2 vols., 30s.).
*P. ORSI, *Modern Italy* (Story of the Nations, Fisher Unwin, 7s. 6d.).
*G. M. TREVELYAN, *Garibaldi and the Making of Italy* (Longmans, 6s.; also in a cheap reprint published by Nelson, 2s.).
—— *Garibaldi's Defence of the Roman Republic* (Longmans, 6s.).
—— *Garibaldi and the Thousand* (Longmans, 6s.).
*A. SOLMI, *The Making of Modern Italy* (Benn, 12s. 6d.).
*COUNTESS CESARESCO, *Italian Characters* (Nelson, 2s.).
*MAZZINI, *Essays* (various reprints).
E. CHANNING, *The United States of America*, 1765–1865 (Cambridge University Press, 7s. 6d.).
C. CHESTERTON, *A History of the United States* (Chatto & Windus, 6s.).
F. L. PAXSON, *The American Civil War* (Home University Library, 2s.).
OAKES and MOWAT, *The Great European Treaties of the Nineteenth Century* (Clarendon Press, 7s. 6d.); texts, with useful commentaries.
R. B. MOWAT, *A History of European Diplomacy*, 1815–1914 (Arnold, 15s.).
F. A. OGG, *Economic Development of Modern Europe* (Macmillan, 16s.).
J. H. ROSE, *The Development of the European Nations*, 1870–1921 (Constable, 10s. 6d.).
Sir J. A. R. MARRIOTT, *Europe and Beyond* (Methuen, 6s.).
G. P. GOOCH, *A History of Our Time* (Home University Library, 2s.); see also reference to Fyffe's *History of Modern Europe* above.

Biographies, Nineteenth Century

*BOLTON KING, *Mazzini* (Everyman's Library, 2s.).
LORD CHARNWOOD, *Abraham Lincoln* (Makers of the Nineteenth Century, Constable, 10s. 6d.).
Sir C. G. ROBERTSON, *Bismarck* (Makers of the Nineteenth Century, 10s. 6d.).
E. LUDWIG, *Bismarck* (Allen & Unwin, 21s.).
COUNTESS CESARESCO, *Cavour* (Foreign Statesmen, Macmillan, 3s. 6d.).
W. R. THAYER, *Life and Times of Cavour* (2 vols., Constable, £2 10s.).
E. F. MALCOLM-SMITH, *Patriots of the Nineteenth Century* (Longman's, 3s. 6d.).

E—School Text-Books on the Nineteenth Century only

LODGE and HORN, *A History of Europe*, 1789–1920 (Murray, 7s. 6d.); the last chapters of *The Student's Modern Europe*, bound together with the Supplement.
G. BURRELL-SMITH, *Outlines of European History*, 1789–1914 (Arnold, 3s. 6d.).
C. E. M. HAWKESWORTH, *The Last Century in Europe*, 1814–1910 (Arnold, 7s. 6d.).
S. HERBERT, *Modern Europe*, 1789–1914 (Macmillan, 3s.).
F. J. C. HEARNSHAW, *Main Currents of European History*, 1815–1915 (Macmillan, 7s. 6d.).
—— *Europe in the Nineteenth Century* (Macmillan, 3s. 6d.).
J. E. MORRIS, *Europe in the Nineteenth Century*, 1815–1914 (Cambridge University Press, 5s. 6d.).
F. W. TICKNER, *Europe since* 1789 (Dent, 3s. 6d.).
C. R. CRUTTWELL, *European History*, 1815–1878 (Special Periods of History, Bell, 2s.).
H. W. HODGES, *Modern History*, 1750–1925 (Blackie, 7s. 6d.).
J. G. ALTHAM, *Student's Notes on European History*, 1789–1918 (Bell, 2s. 6d.).
WILLIAMS and MCGRADY, *Practical Exercises in Matriculation History*; V, *European History*, 1789–1914 (Philips, 10d.).

General Books

E. A. FREEMAN, *Historical Geography of Europe* (Longmans, 13s. 6d., new edition by J. B. BURY); a very useful and illuminating *résumé* of the changes in the political map of Europe. Should be much more used than it is in schools.
F. S. MARVIN, *The Living Past* (Clarendon Press, 5s. 6d.); a widely generalized view of European History, with much more attention than usual to social and scientific progress
D. H. LAWRENCE, *Movements in European History* (Clarendon Press, 4s. 6d.).
G. B. ADAMS, *European History*; an Outline of its development (Macmillan, 8s. 6d.).
J. H. ROBINSON, *Medieval and Modern Times* (Ginn, 10s. 6d.); a school text-book superseding the same author's *Introduction to the History of Western Europe*, now out of print.
The Cambridge Medieval History (Cambridge University Press, Vols. I–V, published at £11).
The Cambridge Modern History (Cambridge University Press, 14 vols., 25s. each).
Encyclopedia Britannica; some of the best articles are indicated below.

Chronologies

A. HASSALL, *A Handbook of European History*, 476–1920 (Macmillan, 12s.); a date book of national histories in parallel columns; contains a few topical summaries.
C. PLOETZ, *A Manual of Universal History*; there are two revised editions—ed. TILLINGHAST (Blackie, O.P.), and ed. BARNES (Harrap, 12s. 6d.). A book such as only nineteenth century Germany could produce; very full date tables, interspersed with fairly full and very clear notes. Invaluable for students in a hurry.
Atlases; as for English History—see *The Journal of Education* for October, 1928. (NOTE.—Philips' 5s. atlas has been enlarged to contain a section on Ancient History, and the title is now *Philips' New School Atlas of Universal History*).

MEDIEVAL EUROPEAN HISTORY

*A—Text-books, &c.**

(*i.*) *School Certificate Standard*

H. WEBSTER, *European History*, Part II, 476–1643 (Harrap, 5s.).
A. J. GRANT, *Outlines of European History*, Section I, to 1494 (Longmans, 3s. 6d.).
—— *A History of Europe*, Part II, *The Middle Ages* (Longmans, 6s.).
O. J. THATCHER and F. SCHWILL, *A General History of Europe*, Part I, to 1500 (Murray, 5s. 6d.).
E. EMERTON, *Introduction to the Study of the Middle Ages* (Ginn, 8s. 6d.).

* These books are specially recommended by the Syndicate for the Cambridge Higher Certificate Examination.

* It is often very difficult to differentiate between those text-books which are suitable for School Certificate work and those suitable for the Higher Certificate—especially as so many are foreign in origin. Only a rough classification is attempted here.

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E. EMERTON, *Medieval Europe* (Ginn, 8s. 6d.).
Oxford Text Books of European History (Clarendon Press, 4s. 6d. each); *Medieval Europe*, 1095–1254, by K. BELL; *The Later Middle Ages*, 1254–1494, by R. B. MOWAT.
Six Ages of European History (Methuen); *The Dawn of Medieval Europe*, 476–918, by J. H. B. MASTERMAN (5s.); *The Central Period of the Middle Age*, 918–1273, by B. A. LEES (5s.); *The End of the Middle Age*, 1273–1453, by E. LODGE (4s.); *Europe in Renaissance and Reformation*, 1453–1660, by M. A. HOLLINGS (4s.).
D. M. KETELBY, *Readings from the Great Historians, European History*, 476–1789 (Harrap, 3s. 6d.); a series of extracts useful for showing young pupils how history should be written.
BISHOP, WILLARD, and ROBINSON, *Practical Map Exercises and Syllabus in History*—European History to 1714 (Ginn, 2s. 6d.); a companion to the similar book on English History.
(*ii.*) *Higher Certificate Standard* (in addition to books recommended for the School Certificate).
E. GIBBON, *Decline and Fall* (Everyman Library, 6 vols., 2s. each); special edition, with notes by J. B. BURY (Methuen, 7 vols., 7s. 6d. each.).
O. THATCHER and F. SCHWILL, *Europe in the Middle Age* (Murray, O.P.); a very sound introduction for advanced work; has some good general chapters.
*C. BÉMONT and G. MONOD, *Medieval Europe*, 395–1270 (Bell, 10s. 6d.).
J. H. ROBINSON, *The Middle Period of European History*, 476–c. 1700 (Ginn, 7s.).
E. B. OSBORN, *The Middle Ages* (People's Library, Hodder & Stoughton, 2s. 6d.)
C. W. P. ORTON, *Outlines of Medieval History* (Cambridge University Press, 15s.).
H. W. C. DAVIS, *Medieval Europe* (Home University Library, 2s.); a brilliant short survey of the chief movements.
Periods of European History (Rivingtons, 8s. 6d. each): *The Dark Ages*, 476–918, by Sir C. OMAN; *The Empire and the Papacy*, 918–1273, by T. F. TOUT; *The Close of the Middle Ages*, 1273–1494, by Sir R. LODGE. The standard text-books in English, roughly corresponding to Methuen's seven-volume History of England. The author of each volume is an authority on his period.
C. SEIGNOBOS, *History of Medieval Civilisation* (Fisher Unwin, 5s.).
E. A. FREEMAN, *Historical Essays* (Macmillan, several series); useful as a general stimulus. The essay on Frederick II, in the first series, is particularly good.
Encyclopedia Britannica—articles on the various countries and their principal statesmen.
W. EDWARDS, *Notes on European History*, I, to 1494 (Rivingtons, 10s. 6d.); full and scholarly notes, useful for examination preparation.
O. H. RICHARDSON, *Syllabus of Continental European History to 1870* (Ginn); an outline interleaved for the student's own notes; contains full and detailed bibliographies on each subject. The outlines are less full for modern times.

B—Source Books

J. H. ROBINSON, *Readings in European History*, Vol. I, *The Middle Ages* (Ginn, 10s. 6d.).
E. F. HENDERSON, *Select Historical Documents of the Middle Ages* (Bell, 6s.).
E. REICH, *Select Documents Illustrating Medieval and Modern History* (King, 7s. 6d.)

C—Special Subjects (including the history of separate countries)

A. MAWER, *The Vikings* (Cambridge Manuals, 2s. 6d.).
R. W. CHURCH, *The Beginning of the Middle Ages* (Epochs of Modern History, Longmans, 4s.).
A. H. JOHNSON, *The Normans in Europe* (Ep. Mod. Hist.).
*U. BALZANI, *The Popes and the Hohenstaufen* (Epochs of Church History, Longmans, O.P.).
H. F. TOZER, *The Church and the Empire* (Ep. Church Hist., 4s. 6d.).
*M. DEANESLY, *A History of the Medieval Church* (Methuen, 7s. 6d.).
*VISCOUNT BRYCE, *The Holy Roman Empire* (Macmillan, 10s. 6d.); the standard exposition of the Empire and its relations with the Church; most of its conclusions have percolated into the text-books, but it is still well worth reading for itself.

* These books are specially recommended by the Syndicate for the Cambridge Higher Certificate Examination.

A. L. SMITH, *Church and State in the Middle Ages* (Clarendon Press, 7s. 6d.).
H. A. L. FISHER, *The Medieval Empire* (Macmillan, O.P.).
E. F. JACOB, *The Holy Roman Empire* (Benn's Sixpenny Series).
E. F. HENDERSON, *A Short History of Germany* (Macmillan, 21s.).
E. BARKER, *The Crusades* (Cambridge Manuals, 2s. 6d.); a reprint of the article in the Encyclopedia Britannica.
Sir G. W. COX, *The Crusades* (Epochs of Modern History, Longmans, 4s.).
Story of the Nations (Fisher Unwin, 7s. 6d. each): *The Goths*, by H. BRADLEY; *The Hansa Towns*, by H. ZIMMERN; *The Crusades*, by ARCHER and KINGSFORD; *The Byzantine Empire*, by Sir C. OMAN; **The Papal Monarchy*, by W. BARRY; *Medieval France*, by G. MASSON.
F. FUNCK-BRENTANO, *The National History of France*: I, *The Earliest Times*; II, *The Middle Ages* (Heinemann, 12s. 6d. each).
T. F. TOUT, *France and England in the Middle Ages and Now* (Manchester University Press, 7s. 6d.); a stimulating survey of parallel cultures.
G. FINLAY, *History of the Byzantine Empire* (Everyman Library, 2s.; this volume reaches the year 1057; Vol. II, 1057–1433, is available only as Vol. II of *Finlay's History of Greece*, Clarendon Press, 7 vols., £6 6s.).
N. H. BAYNES, *The Byzantine Empire* (Home University Library, 2s.).
S. DARK, *The Renaissance* (People's Library, Hodder & Stoughton, 2s. 6d.).
E. SICHEL, *The Renaissance* (Home University Library, 2s.).
J. A. SYMONDS, *The Renaissance in Italy* (Murray, 7 vols., 12s. each).
W. PATER, *The Renaissance* (Macmillan, 3s. 6d.).
R. L. POOLE, *Illustrations of Medieval Thought* (S.P.C.K., 17s. 6d.).
H. RASHDALL, *The Universities in the Middle Ages* (3 vols., Clarendon Press, O.P.).
F. J. C. HEARNSHAW, *Social and Political Ideas of Some Great Medieval Thinkers* (Harrap, 10s. 6d.).
P. BOISSONADE, *Life and Work in Medieval Europe* (Kegan Paul, 16s.).
Encyclopedia Britannica, esp. articles on *Canon Law* (A. BOUDINHON), *Crusades* (E. BARKER), *Frederick II* (A. W. HOLLAND), *Franciscans* and *Monasticism* (E. C. BUTLER), *Louis VII* and *Louis IX* (J. T. SHOTWELL), *Renaissance* (J. A. SYMONDS).

D—Biographies

D. S. MARGOLIOUTH, *Mohammed* (Heroes of the Nations, Putnam, 7s. 6d.).
T. HODGKIN, *Theodoric the Goth* (Heroes of the Nations, Putnam, 7s. 6d.).
—— *Charles the Great* (Foreign Statesmen, Macmillan, 3s. 6d.).
H. W. C. DAVIS, *Charlemagne* (Heroes of the Nations, Putnam, 7s. 6d.).
S. L. POOLE, *Saladin* (Heroes, 7s. 6d.).
G. K. CHESTERTON, *Saint Francis of Assisi* (People's Library, Hodder & Stoughton, 2s. 6d.).
W. H. HUTTON, *Philip Augustus* (Foreign Statesmen, Macmillan, 3s. 6d.).
F. PERRY, *St. Louis* (Louis IX of France), (Heroes, 10s. 6d.).
C. R. BEAZLEY, *Prince Henry the Navigator* (Heroes, 7s. 6d.).
K. D. EWART, *Cosimo de' Medici* (Foreign Statesmen, Macmillan, 3s. 6d.).
E. ARMSTRONG, *Lorenzo de' Medici* (Heroes, 7s. 6d.).
R. PUTNAM, *Charles the Bold of Burgundy* (Heroes, 10s. 6d.).
Sir J. STEPHENS, *Essays in Ecclesiastical Biography* (Longmans, O.P.); especially good on Hildebrand and St. Francis of Assisi.

ANCIENT COTTAGES.—The first annual report has been prepared of the Fund for the Preservation of Ancient Cottages inaugurated by the Royal Society of Arts. Assistance has already been given in purchasing or otherwise preserving authentic old cottages in different parts of England, including that known as "Buttonsnap," West Mill Green, once the property of Charles Lamb. About £5,000 has been collected and an anonymous donor of £500 has offered a further 10 per cent of additional gifts during the present year from those who contributed last year. It is suggested in the report that a whole village might be acquired for preservation, and at a meeting held on March 11, the council of the society decided to purchase West Wycombe, Buckinghamshire. For this purpose, and for necessary repairs, £20,000 will be required and a public appeal is to be made; more than £1,000 has already been promised.

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Varia

The March number of the *Nineteenth Century* contains an article on "The Schools and the Nation's Handwriting" by Mr. H. C. Dent.

* * *

A plan is being developed at the University of Hawaii for the furtherance of international relations between the Orient and Occident by an exchange of pupils between the University of Hawaii and Doshisha University, Japan.

* * *

MESSRS. SEELEY, SERVICE & CO., LTD., announce the forthcoming publication of a series on sports, games, and pastimes to be known as "The Lonsdale Library," and edited by Lord Lonsdale, the late Sir Theodore Cook, and Mr. E. Parker.

* * *

The spring list issued by MESSRS. W. HEFFER & SONS, LTD., of Cambridge, in addition to some beautiful works which book-lovers would wish to see on their shelves, directs attention to some useful text-books on modern language training and courses.

* * *

The editors of the "Oxford English Dictionary" are appealing in the February issue of *The Periodical*, the organ of the OXFORD UNIVERSITY PRESS, for quotations for words to be treated in the supplement in preparation. The present list goes from "Austinian" to "beam."

* * *

The Society of Arts and Sciences of America has recently founded three travelling scholarships in architecture, one to be held by an American visiting Europe, another to be held by a Frenchman visiting America, and a third to be held by an Englishman visiting America.

* * *

A new monthly journal entitled *The Realist* has come to take a place among our periodicals. According to the preliminary announcement, it will aim at the discussion of the bearing of scientific and other facts and theories on problems of modern life. The names of the members of the editorial board inspire the hope that we have here a serious journal worthy of study by all interested in the progress of civilization. It is being published for the proprietors by Messrs. Macmillan & Co., Ltd., price 2s.

Several writers in the January issue of *The Nelsonian*, the organ of MESSRS. THOMAS NELSON & SONS, LTD., tilt at the English literature texts provided in schools. The notes form an interesting commentary on, or introduction to, the announcement of anthologies and school editions of standard literature published by Messrs. Nelson.

* * *

"Common Errors in Diet" is the title of Dr. Harry Campbell's lecture for the Food Education Society at 29 Gordon Square, W.C. 1, on Wednesday, April 10, at 3 p.m. The following week (Wednesday, April 17) Mr. Charles E. Hecht will speak on "Aids to Fitness." Admission free. Silver collection.

* * *

Announcements in the spring list issued by MESSRS. GEORGE G. HARRAP & CO., LTD., include new editions of "Contemporary British Literature," and of Bowman's "The New World": Problems in Political Geography," a volume on contemporary European writers, and "The Stratford Anthology," of favourite quotations of eminent persons compiled for the benefit of the Shakespeare Memorial Theatre.

* * *

Historians will welcome the announcement, in the half-yearly list issued by the CAMBRIDGE UNIVERSITY PRESS, of Vol. I of the "Cambridge History of the British Empire," edited by Messrs. J. Holland Rose, A. P. Newton, and E. A. Benians. The complete work is to be in eight volumes and special advisers have been appointed for the volumes on Canada, Australasia, South Africa, and India.

* * *

The fourteenth INTERNATIONAL THEORETICAL AND PRACTICAL TRAINING COURSE ON CHILD EDUCATION will open in London on April 8th, and will be conducted by Dr. M. Montessori. Lectures will be given in the evenings and visits to Montessori schools and also practical work are to be arranged. Particulars can be obtained from the honorary organizer, Mr. C. A. Claremont, Studio House, Rosslyn Hill, London, N.W. 3. In connexion with the course, Messrs. Philip and Tacey, Ltd., have issued a very full catalogue of Montessori material which includes notes by Mr. Claremont on the apparatus.

Foreign and Dominion Notes

INDIA

Voluntary Compulsion.

We have lately been looking at education in India through somewhat different spectacles—the official and the professional. Neither are too rose-coloured. Government reports and educational journals alike deplore the low proportion of children at school (boys only 6·5 per cent of the population, girls only 1·3 per cent). Both seem agreed that the education of the women of India is one of her gravest problems. Both deplore the immense wastage and stagnation in the lowest primary classes (only 30 per cent of Class I, on an average, reaching Class II). Both favour a speeding-up of "compulsion"—especially for girls, and especially so-called "voluntary compulsion." An inspector writes: "Compulsion in India can only succeed if it is voluntary. The initiative should come from within, and should not be superimposed by some distant and uncongenial authority." Both call for better buildings (in one province more than three hundred primary schools still "meet under trees"), better play-grounds, better sanitation, better physical education, and better medical inspection. Both ask for improved training methods, and both rejoice in the gradual removal of the educational handicap from the "untouchables"—for "the prejudice against the depressed class children is lessening, an increasing number attending the ordinary schools, and an increasing number of caste pupils attending the special schools for the depressed." But even so, barely 2 per cent of the total depressed population (say 30,000,000) are under instruction of any sort, and of these less than a hundred attain to higher education.

Teachers in Council.

But India is fully alive to her needs. Especially so are her numerous Teachers' Associations, federated some few years ago into an All India Federation of Teachers' Associations, which met recently in Bombay for its fourth annual conference. Delegates attended from the four corners of the Peninsula, stirring greetings were received from the World Federation of Education Associations and the International Federation of Home and School, and Dr. G. S. Arundale (well-known in England) presided. The speaking, which covered a wide range, was of the frankest, and the thirty resolutions touched live issues. One of the most disturbing revelations was that for five million deaf mutes there are less than fifty special schools—including "a very large number maintained by missionary effort." We note that the report of the Royal Commission on Agriculture devotes a whole chapter to education, and emphasizes "the supreme need for the education of women." We further note the very serious complaint that neither the Hartog Education Inquiry Committee (auxiliary to the Simon Commission) nor the Cinema Education Committee includes a single Indian educationist. The theme of the presidential address was virtually: "Be yourselves." Pleading for a system of education "untainted by Western influence," Dr. Arundale said: "For some parts of the *body* of our education we may well go to the West, but for the *soul* never." As a pendant to this utterance we will quote a distinguished Indian: "Is it not a disgrace that in the last sixty years India has made no original contribution to the Science and Art of Education? Is it not humiliating to hear our educationists quoting experiments from all countries except their own?" But what, we cannot help asking, of Tagore and Santiniketan?

EGYPT

The following note is based on an article in the January number of *Independent Education*, a monthly "Magazine of International Scope for Schools and Parents," published in New York, and brought to our notice by one of its associate editors, Mr. C. W. Bailey, of Liverpool.

Illiteracy 90 per cent.

In the last half-century of the history of this most ancient land, Great Britain, by virtue of the Occupation, has played a predominant part. What has she done for education? The short answer, in terms of money and of schools, is this: She has increased her annual expenditure from under £100,000 to over

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£2,000,000. And she has established rather more than a thousand elementary schools (compulsory in recent years), about fifty secondary and technical schools, and a few colleges. During the same period this total of schools has been more than doubled by the private enterprise of foreign religious bodies, especially French and American. Among the results of all this combined effort is, on the one hand, that illiteracy has been reduced (!) to about 90 per cent, and, on the other, that "an ever-increasing number of Egyptian students are being forced to seek the completion of their education in Europe and America." The grand total of schools, indeed, for a population of 15,000,000, is little more than 2,000, with some 300,000 children, of whom not more than 10,000 are girls. The education of the women is perhaps the weakest link in a weak chain. "The great mass of Egyptian womanhood remains in a slough of ignorance, and the average woman knows as little of the elementary facts of hygiene as of the three R's." At the same time "no Egyptian of any standing would allow his daughter to demean herself by teaching school," and so the native teachers are "almost entirely recruited from the lower ranks of society."

It should be added that Cairo can boast of one of the biggest universities in the world—Al Ahzar, with 15,000 students, and a curriculum "limited entirely to Moslem theology." It can also boast, however, of a quite modern university, "staffed with professors drawn from all over Europe and America." And in Alexandria the British Community has a movement on foot "to provide three new British schools, primary and secondary, for both sexes." Finally we note that, according to a recent official report, "the present uneven distribution of education produces a disastrous cleavage in Egyptian families, and the weakening of parental control among the educated youth of the country is a serious social mischief." But at least things are better than at the beginning of the Occupation, when (we are told) "a boy could beat menials to death with perfect impunity."

STUDENTS AND "THE ART OF LIVING."—The National Union of Students of the Universities and University Colleges of England and Wales will hold its fifth Annual Congress at the University College of Aberystwyth from April 9–15. It is estimated that about 400 students from all parts of the country, besides a number of foreign students, will attend.

THE ROYAL IRISH ACADEMY.—For the second time in recent years Ireland is deeply indebted to a Judge of the Australian High Court. A few years ago, by the will of the late Mr. Justice Pennefather, the sum of £6,000 (in addition to £6,000 formerly contributed) was bequeathed to St. Columba's College, Rathfarnham, for foundation scholarships, and now, under the will of the late Judge Higgins, the sum of £20,000 is given to the Royal Irish Academy, for the publication of Irish texts and the foundation of travelling scholarships. The legacy was arranged on the advice of Mr. George Russell ("A. E."), whose distinction in Irish Art and Letters has just been recognized by Trinity College by the grant of the Honorary Degree of Litt.D. There are many unpublished Irish MSS. both in Dublin and on the Continent, and needless to say, the Academy, which has always represented the best traditions of Irish scholarship, is the only body qualified to deal with such research, both by reason of its own collections, and of the learning which is at its disposal. It is interesting to note that the late Judge Higgins probably had as contemporaries at the Wesleyan Connexional School, Dublin, Sir Robert Hart, the Chinese Administrator, and Mr. George Bernard Shaw.

* * *

RUGBY FOOTBALL AND THE GAEL.—In spite of the fanatical opposition of the Gaelic League, Rugby football is attaining a popularity in Ireland such as it never reached in previous years. It has now been possible to organize a cup for competition between Leinster provincial towns, similar to that held in Ulster. Most of the great Roman Catholic schools have adopted, or returned to, the game; and even Connaught can field a schools' inter-provincial side; this is the more remarkable, because at a recent meeting the Galway County Council decided that none of their scholarships at the University should be given to any boy from a school where Rugby football was played. The Councillors feel that in some mysterious way the game instils the poison of Imperialism into its votaries. The game of Gaelic football has apparently declined, although hurling is intensely popular, but much resentment is felt by the rule of the Gaelic Athletic Association which prohibits any one from playing either of the "national" games, who has even been a spectator at a Rugby football match.

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Vacation Conferences, Courses, and Tours

ESPERANTO CONGRESS.—The twenty-first universal Esperanto Congress will be held August 2–9 at Budapest. At the same time university courses in Esperanto will be organized for the fifth year in succession.

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PUBLIC HEALTH.—The preliminary programme of the Zurich Congress, organized by the Royal Institute of Public Health, May 15 to 20, may be obtained from the Secretary at 37 Russell Square, London, W.C. 1.

* * *

HOLIDAY COURSES IN EUROPE, 1929.—Under this title the League of Nations Institute of Intellectual Corporation has published a pamphlet giving details of 104 holiday courses on the Continent. The pamphlet may be obtained, price one shilling, from the Oxford University Press, Amen House, Warwick Square, London, E.C. 4.

* * *

HOLIDAYS AT HOME AND ABROAD, 1929.—The Young Women's Christian Association has recently published a very attractive list of holiday centres, some of which are open all the summer, others for the month of August. They are in such varying places as Coq-sur-Mer, Belgium, Bognor, Eastbourne, Shanklin, Torquay. Fuller particulars can be obtained from the Holidays Secretary, Y.W.C.A. Headquarters, 17 Clifford Street, London, W. 1.

* * *

WORLD FEDERATION—GENEVA CONFERENCE.—It has recently been learned from Miss Constance Morley, Secrétaire du Congrés, that individuals may engage rooms for the Geneva Conference of the World Federation by writing direct to Accommodations Bureau, Congress of the W.F.E.A., Intérets de Genéve, Place des Bergues 3, Geneva, Switzerland.

* * *

SPANISH COURSES AT JACA.—The University of Saragossa again announces summer courses in the Spanish language, literature, and art to be held at Jaca from July 1 to August 31. The courses are extensive and include elementary and advanced instruction. In addition special lectures, excursions to the Pyrenees, and visits to the most important artistic centres in the district will form part of the programme. Full information may be obtained from the Universidad de Zaragoza (Spain), Cursos de Verano en Jaca.

* * *

EASTER VACATION COURSE IN MUSIC.—The Training School for Music Teachers, 73 High Street, Marylebone, London, announces a vacation course from April 2 to 6 in "The Equipment of the Modern Music Teacher." This will include a series of lecture lessons designed to assist music teachers to meet the demands made upon them by present-day conditions. Further information can be obtained on application to the secretary.

* * *

GEOGRAPHY AND REGIONAL SURVEY METHODS.—The Educational Travel Association is arranging an attractive summer holiday course in "Geography by Travel," and in Regional Survey Methods, in Norway. The party will sail on the *Meteor* from Newcastle-on-Tyne on July 27. Further particulars may be obtained either from the list of overseas summer courses published by the Board of Education or by sending two loose penny stamps to the Hon. Sec., E.T.A., c/o County Training College, Crewe, who will supply illustrated booklet and map, and programme of excursions to glaciers, historical buildings, Viking ships, and Eskimo collections. Instruction in field work in the open air sciences will be given to members of the party desiring it.

* * *

INTERNATIONAL CONGRESS FOR HOLIDAY CAMPS AND OPEN AIR SCHOOLS.—The Comité National des Colonies de Vacances et des Oeuvres de plein Air 52 Rue St. Georges, Paris, has organized an international congress in Paris for April 4 to 7. The Congress will deal with the following matters amongst others: The selection of children for open-air treatment, for visits to the country, and to the seaside; the co-operation of the private medical practitioner with the School Medical Service in such work; holiday camps and school journeys; exchange of visits between children of different countries; and interchange of correspondence.

(*Continued on page 256*)

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LAUSANNE SUMMER COURSE IN FRENCH.—As in former years the Faculty of Letters of Lausanne University is organizing a summer course for the study of French. The course is divided into independent fortnights, which makes it possible to attend for two weeks only, and leave with the sense that one has been given something quite definite. On the other hand the students who can attend for a full month or six weeks never realize that there is any break in the instruction they receive. There will be lectures on French literature (mostly modern and contemporary), French history, contemporary politics, as well as on the French language. The practical and phonetic classes are so arranged that the progress of every individual student who is willing to do some work is practically assured. In the months of September and October, there will be both practical and phonetic classes for two hours a day, but no lectures.

* * *

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN.—The fifth Triennial Conference is to be held at Geneva, August 7–14. The Conference will celebrate the tenth anniversary of the foundation of the Federation. The programme includes reports and discussion upon (1) The Provision of International Fellowships for Research; (2) Methods of utilizing the resources of the Federation for the promotion of Intellectual Co-operation; (3) The Equivalence of Academic Standards; (4) The Investigation of Secondary Education for Girls and the Training of Teachers; (5) The Interchange of Secondary School Teachers; (6) The Promotion of Travel; (7) The Training of University Women for Careers in Industry, Commerce and Finance; (8) The Position of University Women in the Public Services. An extensive programme of tours is also being arranged. Further particulars can be obtained from the Conference Secretary, I.F.U.W., Crosby Hall, Cheyne Walk, London, S.W. 3.

* * *

MUSIC CONFERENCE AT LAUSANNE.—The plans are rapidly maturing for the Anglo-American Conference on Musical Education, to be held at Lausanne in August next, under the presidency of Sir Henry Hadow. Dr. W. G. Whittaker will take charge of the section discussing Competition Festivals and speak on the choice of music in schools, and Mr. Harvey Grace, editor of *The Musical Times* and a well-known recitalist, will be responsible for the Church Music Section. A new and provocative note will be struck by Mr. Edwin Evans, the well-known champion of modern music and editor of *The Dominant*, whose subject will be "Modern Music in Relation to Teaching." Other speakers include Dr. Bairstow, organist of York Minster; Mr. Percy Scholes, Mr. Steuart Wilson, the celebrated tenor, Prof. F. H. Shera, the new professor of music at Sheffield University, and Mr. A. Forbes Milne, music master at Berkhamsted School. An interesting feature of the Conference will be the equal division of lectures and sectional meetings between English and American chairmen, a happy suggestion which should arouse keen discussion and be of great benefit to all who attend, of whatever nationality.

* * *

The Board of Education has issued a pamphlet describing the short courses which it proposes to hold next summer for secondary school teachers. Eighteen courses will be held in a variety of subjects: five will be at Oxford, four at Durham, three at Cambridge, three in London, two at Eastbourne, and one at Harrow. The courses are mostly in the same subjects as last year. A new course is to be held in physics for women at Cambridge, which will be conducted by Prof. Alexander Wood, and the course in arts and crafts which will be for women teachers, will be conducted by Miss E. Welch, who conducted a similar course in 1926. The course for teachers of manual work which was held for the first time last year in London, will be held this year at Eastbourne, and the arrangements for the teachers seem to be more attractive. Application for admission must be sent to the Board by the 1st of May.

* * *

HOLIDAY COURSES AT CLERMONT.—As in past years the Faculty of Letters of the University of Clermont is again organizing holiday courses for foreign students, from July 15 to August 31. The programme includes lectures on the French language, literature, and civilization, and half-day and day excursions to the many places of historic and archaeological interest in the ancient town of Clermont and its environs. Students will be divided into groups according to their nationality and knowledge of the French language, and a diploma will be granted to those who pass an examination at the end of the course. All communications should be addressed to the

(*Continued on page 258*)

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The Education Guild of Great Britain and Ireland

Registered Office : 9–10 BRUNSWICK SQUARE, LONDON, W.C. 1.
March 25, 1929.

NOTICE is hereby given that an EXTRAORDINARY GENERAL MEETING of the Education Guild of Great Britain and Ireland will be held at

10 BRUNSWICK SQUARE, W.C. 1,

on WEDNESDAY, May 1, 1929, at 6 o'clock in the afternoon, when the following resolutions will be proposed :

(1) " That the Guild be wound up voluntarily and that Mr. Percy B. Ingham, B.A., be appointed Liquidator for the purpose of such winding up."

(2) " That the Liquidator be and he is hereby authorized to deal with the property of the Association in accordance with the directions of the members."

Should the resolutions be passed by the required majority, they will be submitted for confirmation as special resolutions at a second Extraordinary General Meeting to be held on May 16, 1929.

Under the terms of Clause 8 of the Memorandum of Association of the Guild it is provided that any property remaining after satisfaction of all its debts and liabilities shall be given or transferred to some other institution or institutions having objects similar or cognate to the objects of the Guild to be determined by the Members at or before the time of dissolution. At the presentation of the above proposed Resolutions, therefore, the Members present will be asked to consider and give directions as to the transfer of any such property.

L. PREECE, Hon. Secretary.

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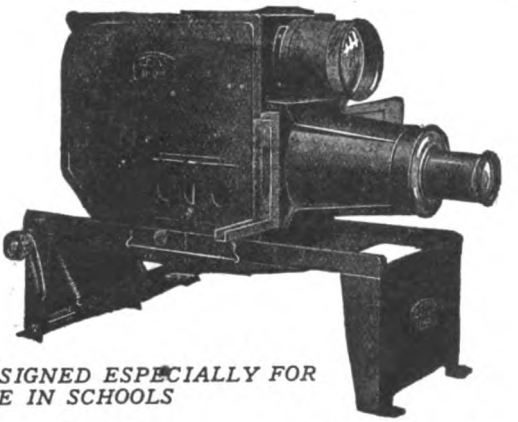

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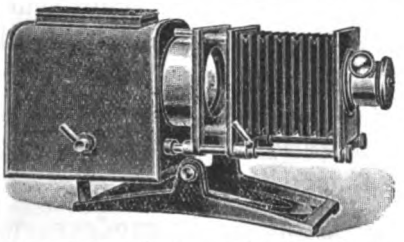

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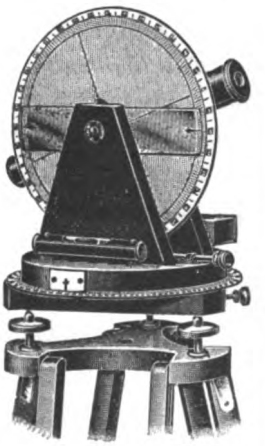

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* * *

COURSES FOR YOUNG STUDENTS AT BEAUVAIS.—Holiday courses for foreign students are being arranged for the third year at Beauvais, which is one and a half hours' journey from Paris. The courses are under the direction of a group of teachers at Beauvais, and are divided into two sections, one from July 15 to August 4, and the other from August 5 to August 25. They are intended for girls and boys from 12 to 18 years of age, and will include exercises in phonetics and pronunciation, reading and conversation, grammar and the history of French literature and civilization. Particular care will be given to the accommodation of pupils, and all excursions will be under the personal supervision of the teachers. Inquiries should be sent to the President of the Committee, Monsieur Jean Pelorson, or to the Secretary, Monsieur Gaston Cahen, 6 Rue du Mont Capron, Beauvais (Oise).

* * *

VACATION COURSES AT BESANÇON.—An extensive vacation course for foreign students from July 1 to October 31 is announced by the University of Besançon. Instruction will be given in theoretical and experimental phonetics, grammar and reading, classical and contemporary literature, and in the history of French art and civilization. Examinations will be held for the Diploma of French Studies, granted by the University, and for a Diploma of the French language, awarded by the Committee. Correspondence courses are maintained which permit students who are unable to attend the courses at Besançon to be present for the examination period only. The lighter side of the programme consists of visits to museums, libraries, factories, and industrial and agricultural plants, and also of tours through the magnificent scenery of the Jura mountains. A detailed prospectus of the summer school may be obtained from M. le Professeur Dr. Louis Villat, Directeur des Cours, Faculté des Lettres, 30 Rue Mégevand, Besançon-Les-Bains (Doubs).

* * *

ST. ANDREW'S SUMMER SCHOOL.—An attractive programme has now been prepared for the Summer School for Teachers which will be held in St. Andrew's from July 8 to July 26 of this year. The first series of courses is one containing six classes, mostly of ten hours each dealing with various modern developments in education. These include courses on "Modern Advances in Physical Science," "The Present Position in Regard to Relativity, the Quantum Theory, Radioactivity," and "The Teaching of Physics and Chemistry." Two classes bearing upon the teaching of English have been organized: "The Teaching of English," and "Dramatic Work in Schools." Primary teachers as well as secondary will be interested in a class on "Child Guidance," which will deal with the technique of mental hygiene, and show its bearings on the work of the school. Classes are also being organized on "The Teaching of Arithmetic," "Scholastic Tests," "Folk Dancing," "Art Crafts," "Rural Science," and "Educational Handwork," and the Course for Teachers of Infants, leading to the endorsement of special qualification to act as infant mistress under Article 51 of the Regulations will be continued. University Residence Hall with its annexes Afton and Kinnessburn will again be available for the accommodation of teachers attending the school.

BOOK-JACKET COMPETITION.—The Oxford University Press announces that the prize of £50 has been awarded to Mr. C. T. Nightingale, The Old Cottage, Biggin Hill, for his design of a jacket for the World's Classics volumes. The general standard of the designs submitted was very high, and the judges found it difficult to decide between the merits of at least half-a-dozen competitors.

* * *

BIOLOGY IN SCHOOLS.—A meeting of the Consultative Council of University and School Science Teachers was held on February 28th to discuss the teaching of biology. The Council agreed that it was desirable to increase the teaching of biology in the schools and discussed various questions relating to such teaching. Amongst the points discussed were biology schedules for the First Examination and the supply of biological material to the schools. With regard to the schedules it was agreed that in their framing the needs of both town and country schools should be considered, and that probably the best solution was a wide schedule, and papers giving a good choice of questions. With regard to the supply of material for the schools it was suggested that the government stations might undertake this work.

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THE EDUCATION OF THE ENGINEER. By Colonel Ivor Curtis, C.B.E. This deals more particularly with the apprenticeship period, and discusses the Air Force Scheme. See *The Journal of Education and School World* for October, 1928, pages 745, 746, 750.

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The List of SCHOOL and UNIVERSITY HOLIDAYS and FUNCTIONS will appear in the MAY, 1929, issue

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Topics and Events

"THE YOUNG FARMER."—Under this title the National Association of Young Farmers' Clubs, 26 Bedford Square, W.C. 1, published last month, price 2d., the first number of a monthly journal that should give increased publicity to this admirable movement, and promote closer cohesion between the clubs themselves. Started in 1921, and taken under the wing of the Ministry of Agriculture in 1924, this organization now includes about one hundred clubs, with a membership approaching two thousand, scattered over the country. It is doing most valuable work in teaching and encouraging the science and art of farming in all its branches, including agriculture, poultry and rabbit-keeping, to the rising generation of those on whom the food-supply so largely depends. In rural districts school authorities would do well to bring this new journal and the movement for which it stands to the notice of their pupils. Its aim is both educational and patriotic.

* * *

TRAVELLING SCHOLARSHIP.—The Walter Hines Page Travelling Scholarship of the English-Speaking Union which is offered each year to enable a British woman teacher to visit the United States, has been awarded to Miss Agnes Ballance Brown, Senior English Mistress at the Roundhay High School for Girls, Leeds. Two special Walter Hines Page Travelling Scholarships, each valued at £50, were again placed at the disposal of the English-Speaking Union through the generosity of the Assistant Mistresses' Association and the Association of Teachers of Domestic Subjects; these were awarded to Miss Mary Sybil Smith, Assistant Mistress at the North London Collegiate School, N.W. 5, and Miss Alice Margaret Kaye, Organizing Head of the Domestic Department at Clovelly-Kepplestone School, Meads, Eastbourne, respectively. All three scholars visit America as the guests of the English-Speaking Union of the United States, who arrange for them to spend a unique holiday staying in the homes of the American members. To Miss Winifred Colliss, Headmistress of the Heath Council Infants and Junior School, Chesterfield, and Miss Elizabeth May Peet, Senior English Mistress at the West Ham High School, Stratford, E. 15, were awarded the two scholarships at the Chautauqua Summer School in the State of New York. At the conclusion of the summer school the two teachers will be the guests of the English-Speaking Union, spending one week in the United States and a week in Canada.

* * *

THE BAYLISS-STARLING MEMORIAL SCHOLARSHIP FOR PHYSIOLOGY AND BIOCHEMISTRY.—The Committee of University College (London) will award in June, 1929, a Bayliss-Starling Memorial Scholarship of the value of about £120 (with exemption from tuition fees). The Scholarship will be tenable for the session 1929–30. It may be renewed for a second, and for a third year in exceptional circumstances. Candidates must be graduates or undergraduates of the University of London or any other University approved for the purpose. The scholar will be required to follow a course of study involving a training in the principles and methods of research in physiology and/or biochemistry. *On or before May* 15, 1929, each candidate must submit to the Secretary of University College, London (Gower Street, W.C. 1), a statement giving full particulars of his educational career, and of his qualifications for entering on a course of training in the principles and methods of research.

* * *

BAN ON AIR CAREERS.—At the last meeting of the Glamorgan Education Committee, a letter was read from the Air Ministry directing the attention of the Committee to the success of a pupil from one of its schools who had secured the fifth place in an entry of 502 at the last examination for aircraft apprentices in the Royal Air Force. It was resolved that in future no nominations be made by that Committee for any branch of the fighting services.

* * *

TRAINING OF UNEMPLOYED YOUTHS.—The Bishop of Llandaff recently opened at St. Athan, in Glamorgan, a camp for the intensive practical training in agricultural pursuits of unemployed youths in South Wales with a view to emigration to Canada. The entire facilities of a Miners' Welfare Camp have been made available for the scheme, the expenses of which are being borne by the Ministry of Labour.

UNIVERSITY PRESS OF LIVERPOOL

THE LIFE OF JAMES W. ALSOP, LL.D., B.A., by his WIFE, with an Introductory Chapter by AUGUSTINE BIRRELL and a Note on Educational Work in Liverpool by C. SYDNEY JONES. Demy 8vo. 256 pp. Illustrated. 5s. net.

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TRANSLATIONS AND INQUIRIES

One of these COUPONS must be enclosed with each Competition, or Editorial Inquiry, sent in.

APRIL 1, 1929. VOL. 61. No. 717.

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Reviews

SIR NORMAN LOCKYER AND SOUTH KENSINGTON

Life and Work of Sir Norman Lockyer. By T. MARY LOCKYER and WINIFRED L. LOCKYER. With the Assistance of Prof. H. DINGLE, and Contributions by Dr. C. E. ST. JOHN, Prof. M. N. SAHA, Sir N. SHAW, Prof. H. N. RUSSELL, the Rev. J. GRIFFITH, Sir R. GREGORY, and Prof. A. FOWLER. (18s. net. Macmillan)

Sir Norman Lockyer's fame as a man of science rests secure on his varied and original work in astronomy, solar physics, and archaeology. Few scientific workers have had such an experience as was Lockyer's in relation to the discovery of helium. For twenty-six years—from 1868 to 1895—he waited patiently before his discovery of the new element, whose spectroscopic lines he had observed in the sun, was confirmed by Sir William Ramsay finding helium gas in the terrestrial mineral cleveite. It must have been a thrilling moment when Lockyer saw those lines again from a terrestrial source—an old star had swum into his ken! He lived long enough to see the new gas used for filling airships. "The variety of the industrial uses of helium in the future can perhaps scarcely be realized, but there is no doubt that this gas, discovered in such romantic circumstances, is destined to play a unique part in the practical application of science" (p. 291).

Lockyer's interests and activities were so multifarious that it would have caused no surprise if some aspects of his life-work had been inadequately treated in his biography. This danger has been avoided by a careful selection of contributors. As a teacher, Lockyer left an impress on successive generations of students of the Royal College of Science. *Nature*, the well-known scientific journal, remains as a worthy memorial of his literary and editorial work. The Solar Physics Observatory, erected by Lockyer at South Kensington, should have remained as another memorial; its loss to London, one of the tragedies of Lockyer's life, remains inexplicable. One would have expected that in view of the small outlay involved, Lockyer's views as to the future of the Observatory would have been accepted without argument.

Lockyer's services to the educational cause are adequately treated by Sir Richard Gregory, his pupil and assistant, in two chapters entitled "The Royal Commission and South Kensington" and "Education and National Development." We know of no better account of the development of South Kensington for scientific purposes. The original estate was purchased with the profits, amounting to £180,000, of the Great Exhibition of 1851. That sum, Sir Richard Gregory says, "was virtually placed at the disposal of the Prince Consort, to whom the whole credit of the Exhibition was due, for the promotion of science and art applied to productive industry." Lockyer fought strenuously—he was ever a fighter—to ensure that this valuable site should be used for the purposes for which it was originally purchased. The Science Museum, now greatly appreciated by the public, owes much to Lockyer's support. Lockyer also, we are told, drafted the important scheme for "1851 scholarships," for which part of the profits of the estate are used.

The twentieth century has seen a notable recognition of the place of science in national life. Of the formative influences, Sir Richard Gregory says there are at least three which owe much to Lockyer's "wide and far-seeing vision and vigorous advocacy." These are the formation of the British Science Guild, the increased State support of universities and university colleges, and the increased State support of scientific research culminating in the establishment of the Department of Scientific and Industrial Research. His interest in scientific education had been aroused at an early age by his appointment, in 1870, as secretary of the Devonshire Commission "to inquire into the advancement of science and scientific instruction"; but the conversion of the nation was a slow process, and only a man of Lockyer's abounding vitality would not have suffered discouragement. In 1903, after the South African War, he delivered a clarion call to the nation in his presidential address to the British Association, following this by a deputation to the Prime Minister, Mr. Balfour, urging increased public grants to universities. "Mr. Balfour acknowledged that the endowment of universities assisted a nation in the industrial struggle," and the Chancellor of the Exchequer at once agreed to double the grant, this being followed by further increases. Much yet remains to be done, Sir Richard Gregory acknowledges, before science occupies the place in education and administration which Lockyer advocated throughout his life; but the book establishes Lockyer's claim to be enrolled as a scientific and educational pioneer, a path-finder to a "newer mightier world":

> "All the past we leave behind,
> We debouch upon a newer, mightier world, varied world,
> Fresh and strong the world we seize, world of labour and the march,
> Pioneers! O pioneers!"

STATISTICAL PEDAGOGY

The Johns Hopkins University Studies in Education. No. 12. Edited by E. F. BUCHNER. *Retention of History in the Sixth, Seventh, and Eighth Grades, with Special Reference to the Factors that Influence Retention.* By DR. SARAH J. BASSETT. ($1.75. Baltimore: The Johns Hopkins Press).

The problem discussed in this elaborate dissertation with its masses of tabulated statistics is not the problem whether the study of history should be retained in the curricula of certain grades or forms of American schools, but that of how much of the history actually taught in these grades is retained by the memory of the pupils. This problem was the matter of an enormous and protracted investigation conducted by Dr. Sarah Bassett, and a number of devoted coadjutors who subjected 1,364 children to exhaustive and repeated examinations. Judiciously concocted tests applied at intervals of one, four, and eight weeks, followed by supplementary tests administered after the lapse of four, eight, twelve, and sixteen months, provided masses of data out of which it has been possible to construct page after page of classified figures. Nothing more elaborate has appeared in recent times even in scientific treatises on Einstein's theory of relativity. And what makes the present array of figures all the more impressive, is the knowledge that they are only one group out of a potentially infinite series. If 1,364 other children were taken and were asked the same questions; or if the same children were taken and were asked other questions; or if the intervals of time were varied ever so little, different results would be obtained. Hence there is no reason why the statistics relating to the retention of history in the sixth, seventh, and eighth grades should not be accumulated until they occupy as much space as the Chinese Encyclopaedia. And if similar investigations were extended to grades one to five, the world itself could scarcely contain the tables that would be compiled.

A summary of Dr. Bassett's conclusions shows, *inter alia*: (1) that "the mean amounts of history retained after intervals of four, eight, twelve, and sixteen months, are 86·01 per cent, 81·51 per cent, 76·72 per cent, and 71·96 per cent respectively"; (2) that "the oldest pupils in our class-rooms generally forget the most," and (3) that "forgetting of history is much less than that in the classical experiments by Ebbinghaus und Radossawejewitsch where nonsense material and poetry were used." To have achieved these results, and also to have acquired the Ph.D. degree, must be exceedingly gratifying to the laborious author of this monument of statistical pedagogy.

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THE SYMBOLISM OF CHEMISTRY

Symbols and Formulae in Chemistry: An Historical Study. By Prof. R. M. CAVEN and Dr. J. A. CRANSTON. (15s. net. Blackie.)

In a French alchemical work of 1613, entitled "La Toyson d'Or," occurs the following significant passage: "Les Philosophes sont curieux de communiquer avec leurs semblables, aussi ne parlent-ils que pour les plus savants." This sentence well expresses the reason for the use of symbols and formulae in chemistry, though at different periods the employment of these cryptic signs was governed by different considerations. In the earliest days of chemistry, there is little reason to doubt that symbols and formulae were used mainly as a convenient shorthand. Later on, when alchemy became more and more an occult science, symbolic representation of the metals and other substances lent itself admirably to mystification of the vulgar and was consequently elaborated with that definite aim. In still later times, chemists reverted to the primitive custom and designed symbols which should convey knowledge simply and rapidly—but only to the expert.

In their entrancing book, Prof. Caven and Dr. Cranston have provided an admirable survey of the development of chemical symbolism from the earliest times to the present day. After a brief account of the elaborate signs of the alchemists, where we feel that they have, perhaps, failed to make the most of their picturesque topic, the authors pass on to the eighteenth century. Here they are more at home, and offer us a careful and discriminating study of the systems employed by Bergmann, Lavoisier, Hassenfratz, Adet, and others. Any one who has attempted to understand one of Lavoisier's equations without considerable previous experience will appreciate the complexity of his scheme, but with Drs. Caven and Cranston to guide him he will be able at once to perceive the salient points of the great Frenchman's system.

The symbolism of Dalton is then considered, and we next follow the development of Berzelius's notation and the birth of the modern formulae and equations. All this is really by way of introduction, and the serious part of the book begins with the theory of molecular structure as developed by Kekulé, Frankland, and others. The rise of stereo-chemistry, with its three-dimensional symbols, the co-ordination formulae of Werner, the Lewis-Langmuir atom, theories of valency as expressed in symbols, and the use of symbols in physical chemistry, are the chief of the remaining themes. All are described in a delightful fashion, which throws the main features into bold relief without obscuring the interesting detail of the shadows.

After closing the book, one is apt to reflect upon the strange power which symbolism exerts over the mind of man, and to ask whether modern scientific symbols are not just as mysterious—perhaps just as mystical—as those of medieval and earlier times. They connote more, but are we not slaves to them? Are we not prone to imagine that when we place four dots around a capital C we have explained the chemistry of carbon? Symbols may summarize knowledge, but they tend also to harden and fix it; like wine they stimulate the imagination, but should be used with discretion.

THE MYSTERIOUS EAST

Nippon Shindo Ron, or The National Ideals of the Japanese People. By Y. HIBINO. Translated, with an Introduction, by A. P. MCKENZIE. (7s. 6d. net. Cambridge University Press.)

The Chinese Revolution, 1926–27: a Record of the Period Under Communist Control as seen from the Nationalist Capital, Hankow. By H. O. CHAPMAN. (12s. net. Constable.)

More and more the problems of the Far East are attracting and absorbing the attention of those who are concerned with the future of the human race. It is widely felt and generally recognized that revolutionized Japan and revolutionary China will play a leading part in the drama of the coming political era. It is extremely difficult, however, to imagine what that part will be. For the Eastern mind works so differently from the Western, and Oriental institutions are so strongly contrasted with Occidental, that ordinary argument and inference fail.

It is therefore good to have two books which, each in its own way, help to explain East to West. The two ways, however, are widely divergent. Mr. Yubaka Hibino is a Japanese professor whose book was originally written in Japanese for the people of Japan. It expounds the national ideals of the moulders of the new era—the so-called Meiji period 1868–1912—during which medieval has been changed to modern Japan. It is in form a commentary upon the great rescript on education—the Chokugo—which was issued in 1890. In a series of thirty chapters it treats of loyalty, piety, duty, patriotism, and the like. Particularly curious to the Western reader is a chapter in which a defence is made of "the devotional self-immolation of General Nogi" who, it will be remembered, committed suicide according to a premeditated design at the moment at which his dead Emperor was being buried. He did so in order that his disembodied spirit might accompany that of his deceased master on its journey in the other world. How convenient it would be if in the West the practice could be established that when a political leader dies, the whole of his party should immolate themselves upon his tomb.

Mr. Chapman's book of the Chinese Revolution is of a very different order from that of Mr. Hibino. It gives a vivid and detailed account of the events of the two troubled years, 1926–27, from the point of view of a spectator located in Hankow. First the nationalist conquest of Central China is described. Secondly, the period of Communist control, with its gross and grotesque excesses, is vividly depicted. Thirdly, the part taken by foreigners, and especially Russians, is indicated. Fourthly, the decline and fall of Communism is sketched and explained. Finally, the factors of the future are estimated. Mr. Chapman has high hopes for the Nationalist Government; and he thinks that, when Communism has been crushed and its foreign fomentors expelled, there is every expectation that China will see a long era of peaceful and prosperous development.

THE SIR WILLIAM MEYER STUDENTSHIP IN EUROPEAN HISTORY.—The Committee of University College (London) will award in June, 1929, a Sir William Meyer Studentship in the History and Geography of India, of the value of about £120, tenable for two years. Candidates must be graduates of a University of the British Empire and must be qualified to enter upon an approved course of training in methods of research, with a view to taking an approved higher degree in the University of London. Candidates wishing to compete should communicate with the Secretary of University College, London (Gower Street, W.C. 1), as soon as possible, and not later than June 1, 1929.

* * *

BOARD OF EDUCATION STUDENTSHIPS.—The Board of Education is again prepared to receive applications for "Full-Time Studentships" from teachers desiring financial assistance in order to attend approved full-time courses of advanced study at Universities or other Institutions at home or abroad. The amount of grant cannot exceed £100 for an academic year. The course proposed, if academic, should be of at least post-graduate type, but the Board is prepared to consider also proposals involving travel or the practical study of industrial conditions connected with the teaching of technical subjects. The studentship may be held for a year or part of a year and in some cases may be extended to two years. Teachers must have had not less than five years' teaching experience and may be serving in any type of a school or institution recognized by the Board. Applications for the year 1929–30 should be made as soon as possible. Further information and application forms can be obtained from the Board of Education, Whitehall, London, S.W. 1.

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Minor Notices and Books of the Month

EDUCATION

Children in the Nursery School. By HARRIET M. JOHNSON. (12s. 6d. net. Allen and Unwin.)

This book belongs to a province in which America easily outdistances England—that of the severely scientific study of childhood. To such child welfare research centres as those at Teachers' College, and at the University of Minnesota, and to the work of Dr. Arnold Gesell at Yale recently noted in our review columns, we have no counterpart. The present volume records an investigation carried out for eight years, with children between fourteen months and three years of age, at an experimental nursery school in New York, associated with the Bureau of Educational Experiments. Miss Harrison and her colleagues have attempted " to turn the clear light of scientific knowledge on to the way in which children gain a rich and useful experience when they are enabled to live in terms of their own present and act spontaneously within their present powers." That the child has a right to his own life, without being prematurely worried with preparations for adult life, is the modern note, and surely the right one. The author first explains " why we do what we do," then expounds " our planning of the (children's) environment, and then gives records of the children's use of the environment. It is a faithful and sincere piece of work, based upon a sound philosophy of education, and it deserves the careful attention of all teachers of young children.

Objectives and Problems of Vocational Education. Edited by Prof. E. A. LEE. (15s. McGraw-Hill Publishing Co.)

It is a matter of common knowledge, that in America education is in the hands of the forty-eight state governments, and not in the hands of the central government. To this rule, however, there are certain exceptions, of which one of the chief is vocational education. By a Federal law enacted in 1917 vocational education became a national responsibility. Much spade work had, however, been done in previous years by a band of enthusiasts, some of whom contribute to this volume, which is at once historical, critical, and prophetic. The book is a symposium to which sixteen writers contribute. The critical note is ably sustained by Dr. Snedden, whose views regarding the introduction of vocational courses into secondary schools for general education, to take only one example, are very well known in this country. So ably and earnestly is the whole problem of vocational education being tackled in America, and so many are the points of contact with our own conditions, that this comprehensive volume ought to receive careful attention from English teachers and administrators.

The Cult of the Beautiful in the School. By Sir ALFRED T. DAVIES. Third Edition. (1s. net. Oxford University Press.)

We are glad to see that after a lapse of sixteen years a new issue of this address is called for. Whether Sir Alfred Davies meant to do so or not, he has dealt a swinging blow at current educational practices. He begins by saying that he is not going to deal with things found in codes, regulations, or time-tables. Which is as much as to say that any definite " cult of the beautiful " finds no place whatever in our educational arrangements. And yet we live in an age which seems to be witnessing a vast attempt to destroy the beauty of England—as well as that of Wales! The address is a trumpet-call to the schools to do what is possible to stem the tide of ugliness.

Extraclass and Intramural Activities in High Schools. By A. C. ROBERTS and Prof. E. M. DRAPER. (8s. 6d. net. Heath.)

It may be said in general that American educators have a passion for organizing which we in this country do not share. What we leave more or less to chance (e.g. public speaking and debating) they tend to " curricularize " ; and what they do not go the length of curricularizing, they still organize, with a view to intelligent training in democratic ideals. In making such comparisons we must remember that America, in her *rôle* as a vast " melting-pot," is compelled to be self-conscious about some things that we tend—too complacently, perchance—to take for granted. The volume before us provides a thoughtful and exhaustive treatment of its subject, and merits the careful attention of teachers and administrators on this side of the Atlantic. Its breezy optimism, and its faith in an educated democracy, are evident on every page.

Parents and the Pre-School Child. By Prof. W. E. BLATZ and HELEN McM. BOTT. (6s. net. Dent.)

An extremely practical book for fathers and mothers, giving simply and with definite illustrations from life an account of the modern theory and practice of the training of young children in the home.

Parents and Teachers: A Survey of Organized Co-operation of Home, School, and Community. Prepared under the auspices of the National Congress of Parents and Teachers, and edited by MARTHA S. MASON. (8s. 6d. net. Ginn & Co.)

This book shows the astonishing growth of the parent-teacher movement in the United States. Part I treats of the theory underlying the movement, and discusses the special contributions of home, school, community, and church to the education of the nation's children. Part II deals with the actual work achieved by the National Congress and State Congresses of Parents and Teachers, and the local associations in both urban and rural districts.

The Activity School. By A. FERRIÈRE. Translated by F. D. MOORE and F. C. WOOTON. (12s. 6d. net. Allen & Unwin.)

This is a careful and readable translation of the third (one volume) edition of " L'École Active," supplemented by a chapter from the second edition on the psychology underlying the Activity School. A short account is given of the precursors of the New Education, Rousseau, Pestalozzi, and Paul Robin, but the main chapters of the book are occupied with a detailed description of the work in the Activity School—manual, social, and intellectual. Manual work is emphasised, especially for young children, as using their dominant spontaneous interests, and as giving them opportunity for physical, mental, and moral development on natural lines. At first the manual work has an educational end, following the principles of Dewey, but at a later state it implies the acquisition of a technique, such as Kerchensteiner demands from manual training. Nevertheless M. Ferrière is careful to exclude definite vocational training from the elementary school. The nearest approach to it which he allows is what he calls pre-apprenticeship or " butterflying," when the pupil moves on from one workshop to another and hence may discover his special aptitude. The chapter on " The Future of the Activity School " contains an enthusiastic account of the progress of the New Education in England, notably through the work of Sanderson at Oundle and O'Neill at the Kearsley village school. Similar experiments in Germany Belgium, Italy, and other countries are described in less detail. The book is indispensable to all who are interested in modern educational experiments.

Romulus; or, The Future of the Child. By R. T. LEWIS. (2s. 6d. net. Kegan Paul.)

A vigorous and convincing plea for nursery schools for all children, rich as well as poor.

The Use and Interpretation of Educational Tests: A Handbook for the Classroom Teacher. By Prof. H. A. GREENE and Dr. A. N. JORGENSEN. (10s. 6d. net. Longmans.)

The Matter and Method of Modern Education. By V. DAVIS. (6s. net. Manchester: Cartwright & Rattray.)

The Royal Grammar School of Guildford, 1509: A Record and Review. By Dr. G. C. WILLIAMSON. (12s. 6d. net. London: Bell. Guildford: Billing & Sons.)

The Commonwealth Teacher-Training Study. Directed by Prof. W. W. CHARTERS and Prof. D. WAPLES. (20s. net. University of Chicago Press. London: Cambridge University Press.)

Negro Schools in the Southern States. By Dr. L. G. E. JONES. (10s. net. Clarendon Press.)

Matter and Method in Education. By MARY STURT and ELLEN C. OAKDEN. (7s. 6d. net. Kegan Paul.)

A Retirement Plan for Colorado Public Schools: A Study made at the Request of the Colorado Education Association and the State Department of Public Instruction. By H. J. SAVAGE and E. S. COGSWELL. (New York: The Carnegie Foundation for the Advancement of Teaching.)

Parents' Questions—My Child Will . . . My Child Won't . . . What Shall I Do? (25 cents. Child Study Association of America.)

Child Study Discussion Records: Development—Method—Technique. By MARGARET J. QUILLIARD. (75 cents. Child Study Association of America.)

The Book of Oakham School. By W. L. SARGANT. (10s. The School Book Shop, Oakham.)

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ENGLISH, POETRY, AND DRAMA

Contemporary British Literature: Outlines for Study, Indexes, Bibliographies. By J. M. MANLY and EDITH RICKERT. Revised and Enlarged. (7s. 6d. net. Harrap.)

Part I outlines the main types and schools of writing in contemporary British literature. Book II is an alphabetical index of authors with brief biographical notes, a condensed bibliography, and a list of the best critiques. This is a useful book of reference, but its value is impaired by the omission of some older writers and critics still happily with us (A. C. Bradley, O. Elton, J. W. Mackail, A. E. Taylor.)

The Golden Plough: a Novel. By OSWALD HARLAND. (7s. 6d. Knopf.)

The cloud with the shape of a golden-edged plough-blade which John Endicott observed one sunset was destined to symbolize for him the method by which he hoped to attain to his Utopia. He visualized "a hillside ploughed straight with the furrows of his plough," straight furrows which would lead without deviation to "a civilization wherein order would replace chaos and economy waste, wherein were discipline in thought and deed, wise planning, magnificent engineering." He was young and his visions were still undimmed. Middle age, however, had brought to George Millom, artist, lecturer, and rebel, a sense of disillusionment and weariness, and a longing to return to a golden age of the past rather than to strive after one in the future. The author has used the medium of a novel for the expression of his reflections upon life, but the story itself is slight and entirely incidental to these reflections. It is, however, well written, and as a first novel it promises much for future work.

Boston: A Novel. By UPTON SINCLAIR. (10s. 6d. net. Werner Laurie.)

Upton Sinclair has evolved and perfected an original medium of literary expression in the form of the "news-novel." In a series of arresting books, ranging from "The Jungle" to "Oil" he turns a powerful searchlight upon American life, showing up the darkest corners in brilliant relief. He is tireless in attacking all that he thinks wrong and unjust, and does not hesitate to call people and things by their real names. In his latest work "Boston," Sinclair makes use of the famous Sacco and Vanzetti case in order to expose the injustice, cruelty, and corruption which, he asserts, is attached to the legal and economic structure of New England. Side by side with a vivid account of the seven years' trial and final execution of the two Italian immigrants, of whose innocence he is convinced, Sinclair portrays the life of an aristocratic "Old Boston" family. Whatever the reader's own opinion may be of the Sacco-Vanzetti trial he cannot help being impressed by the deep sincerity of feeling which characterizes all Sinclair's work.

Thomas Fuller. Selections. With Essays by CHARLES LAMB, LESLIE STEPHEN, &c. With an Introduction and Notes by E. K. BROADUS. (3s. 6d. Clarendon Press.)

The enthusiastic admiration of Coleridge and of Charles Lamb has not saved Fuller from falling into unmerited neglect. Mr. Broadus, in his "English Prose from Bacon to Hardy," proved himself a skilful commentator as well as a judicious anthologist; and his selection from Fuller is a valuable addition to the "Clarendon Series."

An English Prose Treasury. Compiled by H. HERD. (3s. 6d. net. Allen & Unwin.)

The compiler of this collection is a lover of English prose, and he has followed the only satisfactory way of making an anthology, that of bringing together his own favourite examples. The fact that he has had apparently no concern to fit the book to the educational needs of readers of any particular age adds to its value and usefulness, and it may be recommended to those who wish to interest their pupils in English style.

Treasure: An Anthology of Treasure Quests, Worldly and Other Worldly. Compiled by T. STAVELY. (1s. 4d. Dent.)

Tales from the Arabian Nights. Edited by J. GARRETT. (1s. 4d. Dent.)

"Treasure" is as stimulating and intriguing as its title would suggest. Both it and the "Arabian Nights" are welcome additions to a very delightful series.

Canterbury Tales. By GEOFFREY CHAUCER. With an Introduction, Notes, and a Glossary by J. M. MANLY. (10s. 6d. net. Harrap.)

Prof. Manly's selection of the "Canterbury Tales" is intended as a first introduction to Chaucer; it assumes no previous acquaintance with his language. But a book by so distinguished a Chaucerian scholar cannot be for beginners alone; the latest scholarship and research are pressed into service, and the introduction and notes abound in interest for all Chaucer students. In the choice of material the trend of current scholarship is exemplified: the emphasis is on all that helps to reconstruct the poet's age, or the poet's own life, or the history of the manuscripts, and is entirely apart from linguistic study. The book is furnished with a glossary and index, and with illustrations from books of "Hours" and other sources.

(1) *Cambridge Lessons in English.* By G. SAMPSON. Teacher's Edition. (Book 1, 2s. 6d. Book 2, 3s. Book 3, 3s. 6d. Cambridge University Press.)

(2) *Matriculation English.* By J. W. MARRIOTT. (2s. 6d. Harrap.)

Mr. Sampson has increased the large debt which teachers of English already owe him by equipping his "Cambridge Lessons" (1) with notes for the teacher's guidance. It is all to the good that these notes are, for the most part, encouragements to independence of judgment and diversities of treatment. His cheerful paradox that, in a sense, there are no good and bad text-books, but only good and bad teachers, may stimulate to much wholesome reflection. It is interesting to see that thirty years of teaching have convinced Mr. Sampson, in his early days a rebel against formal grammar, of the wisdom of basing English lessons on the parts of speech. Mr. Marriott's "Matriculation English" (2) is a lively and practical series of lessons, rather more advanced than his "Year's Work in English."

The Trumpet-Major: John Loveday, a Soldier in the War with Buonaparte, and Robert His Brother, First Mate in the Merchant Service. A tale by THOMAS HARDY. With Introduction and Notes by J. H. FOWLER. (1s. 9d. Macmillan.)

In part because of its historical background, this is, of all Hardy's novels, the best suited for use as a school reader, and in spite of the very considerable shortening, no essential part of the story has been omitted, nor is there, except in one or two places, noticeably on page nine, where the approach of the visitor was not announced owing to a curtailment of the preceding paragraph—any perceptible jolt, while Hardy's exact wording has been everywhere faithfully retained. The notes are scarcely adequate, for, when any are supplied, children will naturally look among them for explanations of such terms as: hopper, *calvery* flesh, the kettles *rocked*, dubbing for *skitty* boots.

(1) *First Grammar Lessons.* By CHARLOTTE M. MASON. (1s. 6d. Dent.)

(2) *Foundations of English Grammar and Composition.* By J. D. STEPHENSON. (2s. 6d. Methuen.)

Neither (1) nor (2) displays any markedly novel feature. If children of the tender age of nine must learn formal grammar, they could scarcely be given a text-book in which both the language and the presentation of the subject are as simple as in this. The explanation of grammatical terms like nominative is ingenious and easy for a child to recollect. Most difficulties have been cleverly postponed, but, supposing it to be necessary to introduce the subjunctive at this stage, is it not rather misleading to call it "another form" of the indicative? The old-fashioned terms objective and possessive are retained. (2) goes on the principle of learning by doing, consequently the exercises far outweigh the text, and the material for these is happily chosen from standard authors. The groups of words to be replaced by single nouns, verbs, and adverbs make a very useful exercise.

Simple Composition Steps. By S. N. D. Pictures by MARGARET W. TARRANT and ROSA PETHERICK. (3s. each. Grant Educational Co.)

These steps to composition, consisting of a series of cards, each bearing a picture with a set of questions based upon it, are well adapted for class work. There is no doubt that little children will be attracted by the tastefully drawn and pleasantly coloured pictures, all with plenty of action, and the questions are so straightforward that quite young pupils may be expected to answer them without aid.

Shorter Novels. Volume One. *Elizabethan and Jacobean. Jack of Newberie, Thomas of Reading, The Unfortunate Traveller, Carde of Fancie. Letters of Lord Chesterfield to his Son. The Rights of Woman.* By MARY WOLLSTONECRAFT. *The Subjection of Women.* By JOHN STUART MILL. *A Letter from Sydney, the Principal Town of Australasia, and Other Writings on Colonization.* By E. G. WAKEFIELD. (2s. net each. Dent.)

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The Road to Reading. Supplementary Series. By H. McKAY. First Grade. *The Cat that Looked at the King.* (1s.) Second Grade. *Minx the Mouse.* Third Grade. *The Friendly Animals.* (1s. 6d. each. Oxford University Press.)

Pitman's Common-Sense English Course. By F. F. POTTER. Junior Series. Books 1 and 2. (1s. each. Pitman.)

Exercises in English. By E. E. REYNOLDS. (3s. 6d. Cambridge University Press.)

Five Lives from Plutarch. Freely Retold by W. H. WESTON. Edited for Schools by A. J. J. RATCLIFF. (1s. 6d. Nelson.)

Think and Speak, or Once-a-Week Oral Composition Lessons: A Course of Lessons, giving every Pupil Opportunities to Speak, Designed for First-Year Forms in Secondary Schools. By N. L. CLAY. (1s. Dent.)

The Symbolic Meaning of the Story of King Arthur. (Tintagel: King Arthur's Hall.)

Higher Test Papers in English. By F. W. ROBINSON. (3s. Pitman.)

Use and Abuse of English: A Hand-Book of Composition. By ROSALINE MASSON. Fifth Edition, Revised. (1s. 6d. Edinburgh: James Thin.)

Topsy-Turvy. By V. BARTLETT. New Edition. (5s. net. Constable.)

Canadian Short Stories. Edited by R. KNISTER. (8s. 6d. net. Toronto: Macmillan.)

Tales by Edgar Allan Poe. Selected, with an Introduction, by BLANCHE C. WILLIAMS. (5s. net. New York: Macmillan.)

The Companion Dictionary of Quotations: Being a Volume of Extracts Old and New from Writers of all Ages. Selected and Arranged by N. MACMUNN. (3s. net. Moring.)

Present-Day Prose. Chosen by E. A. G. LAMBORN. Reprinted. (2s. 3d. Sidgwick & Jackson.)

Selections from Swift. Chosen and Edited by W. J. HALLIDAY. (2s. Macmillan.)

Time and Tide and Munera Pulveris. By JOHN RUSKIN. (5s. net. New York: Macmillan.)

In the Hands of the Malays and Other Stories. By G. A. HENTY. (1s. 4d. Blackie.)

The White Standard: A Story of Joan of Arc. By ELIZA F. POLLARD. (1s. 4d. Blackie.)

Marcus the Briton: A Romance of Roman London. By MARION MATTINGLY. (1s. 8d. Oxford University Press.)

Little Stories for Jack and Jill. Grade A. *Rip the Rat. Nig, Nag, and Nog. Curly, the Baby Squirrel. Peep, the Pink Pig. The Fat Duck. Flop, the Rabbit, Jock, the Brown Pup. Miss Web at the Farm.* Grade B. *The Cat and the Fiddle. The Blind Man's Dog. The Robin's Song. The Big Cheese. The Lion and the Mouse. A Little Silver Chimney. The Poker's Holiday. How Daisies got their Pink Tips.* (1½d. each. Collins.)

The Inferno: From The Divine Comedy of Dante Alighieri. Translated by S. FOWLER WRIGHT. (10s. 6d. net. Fowler Wright.)

Mr. Wright's translation of the *Inferno* is fresh, vigorous and readable, though marred by the liberties which he allows himself with English idiom. "Caused him speak more confident Than felt he inly" is barely English at all, and the same criticism applies to "caused the glacier freeze Down which we traversed," and many other passages. Still, there are not a few felicities of language and rhythm. The metre chosen is, like that of Mr. Salt's recent version of the *Aeneid*, a free handling of the heroic rhymed couplet with occasional unrhymed lines after the precedent of "Lycidas." It is a pity that Mr. Wright should gird at Cary's "tepid competence." Respect for Cary's blank verse is growing rather than diminishing with time.

Strangers and Pilgrims. By the REV. DR. E. E. BRADFORD. (3s. 6d. net. Kegan Paul.)

Dr. Bradford's latest novel in verse has the merits to which he has accustomed us: the characters outlined artistically with epigrammatic terseness; the action, such as it is, moving swiftly; the Cornish background sketched with poetic sympathy; the whole steeped in a Christian idealism to which Platonism makes a large contribution.

The School for Scandal. The Rivals. The Critic. By R. B. SHERIDAN. Edited by G. BOAS. (1s. 3d. each. Arnold.)

Mr. Guy Boas implies that teachers hesitate to make as much use as they ought of Sheridan's comedies because these are looked upon as soft options. In his Foreword he promises—or threatens—that he will balance the lightness of the plays by the weightiness of his Notes, but pupils need be under no apprehension, for he manages to enliven his share of the work—Notes, Life, and Introduction, by amusing anecdotes and by linking up the present with the past in the same kind of way as that which so pleasantly differentiates from others his school edition of Shakespeare.

On the Acting of Shakespeare's Plays. By C. M. DE REYES. (2s. 6d. net. Blackie.)

The author, besides being a university lecturer in English, is the honorary secretary of the well-known Little Theatre at Bath, and an evident enthusiast, and generously offers advice and loan of properties to any would-be producer. Besides detailed notes on none of the more popular Shakespeare plays, there is a chapter on dramatic reproduction in general, one section of which, "Ten Points to Remember," conveys some valuable counsels and warnings.

The Oresteia: Translated into English Rhyming Verse. By Prof. G. MURRAY. (7s. 6d. net. Allen and Unwin.)

The first appearance in one volume of Prof. Gilbert Murray's brilliant verse translations of the *Agamemnon*, *Choëphoroe*, and *Eumenides* of Aeschylus, which were published separately between 1920 and 1925.

The Phormio of Terence. Translated into English by F. PERRY. (3s. 6d. net. Oxford University Press.)

Ten Modern Plays. Selected and Edited by J. HAMPDEN. (1s. 9d. Nelson.)

Plays from History. Books 1 and 2. Written and Presented by J. R. CROSSLAND. (7d. each. Nelson.)

Leaves of Grass. By WALT WHITMAN. Edited, with an Introduction, by Prof. J. VALENTE. (5s. net. New York: Macmillan.)

The Little Old Woman: Being a Children's Ballet Designed to show Children's Dances of the most varied Description. By E. A. JELF. (2s. net. Heffer.)

Junior Red Cross Plays. Series A. No. 1. *"To the Rescue!": A Romantic Drama in Two Short Acts.* No. 2. *Beauty's Bloom: A Pastoral Comedy in Two Scenes.* Nos. 3 and 4. *Midnight in the Vegetable Garden: A Dramatic Sketch for "First-Aiders."* Nos. 5 and 6. *Three Good Things: A First-Aid Sketch for Boys.* Series B. No. 1. *"Here is Treasure": A Dramatic Fable in Two Scenes.* By MARGARET B. CROSS. (3d. each. Junior Red Cross Journal.)

The Taming of the Shrew. Edited by Dr. G. B. HARRISON and F. H. PRITCHARD. (1s. Harrap.)

The Winter's Tale. As You Like It. Antony and Cleopatra. Julius Caesar. By WILLIAM SHAKESPEARE. Facsimiles of the First Folio Text. With Introductions by Dr. J. DOVER WILSON, and Lists of Modern Readings. (6s. net each. Faber & Gwyer.)

Parish Plays. No. 22. *At The Menin Gate: A Melodrama, and a Parable, Written for the League of Nations Union.* By S. N. SEDGWICK. (6d. net.) No. 23. *Dramatic Readings from "Villette."* By CHARLOTTE BRONTË. (4d. net.) No. 24. *Dramatic Readings from "Jane Eyre."* By CHARLOTTE BRONTË. No. 25. *Dramatic Readings from "The Mill on the Floss."* By GEORGE ELIOT. (6d. net each. Arranged by P. M. STONE. (The Sheldon Press.)

Poems Old and New. Selected by H. N. ALTON. Book One. *The Fairy Ring.* Book Two. *Magic Words.* (10d. each.) Book Three. *Golden Voices.* (1s. 2d.) Book Four. *Time's Echoes.* (1s. 4d.) (Grant Educational Co.)

The Rivals. By R. B. SHERIDAN. With Introduction and Notes by R. HERRING. (1s. 9d. Macmillan.)

Through Golden Gates to Narrative and Descriptive Poetry. Edited by W. J. GLOVER. 3 vols. (Paper, 10d. each. Cloth, 1s. each. Cassell.)

Chaucer. The Prologue. Edited by M. B. SMITH. (2s. Cambridge University Press.)

Byron's Vision of Judgment. Edited by E. M. EARL. With Southey's "Vision of Judgment" as an Appendix. (2s. Oxford University Press.)

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Studies in the Poetry of Science. Life. By Dr. J. BELLING. (San Francisco: The Margaret Mary Morgan Co.)

Poems for Children: From Shakespeare to Kipling. Selected by AGNES NIGHTINGALE. (1s. Black.)

The Knight of the Burning Pestle. By FRANCIS BEAUMONT. (2s. 6d. Knopf.)

Shakespeare's King Henry the Eighth. Edited by EVELYN SMITH. (1s. 9d. Nelson.)

Shakespeare. All's Well that Ends Well. Edited by A. J. F. COLLINS. (3s. University Tutorial Press.)

Thirty-two Poems, with a Note on Unprofessional Poetry. By E. R. DODDS. (3s. 6d. net. Constable.)

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ECONOMICS

The Exchanges of London. By S. W. DOWLING. (7s. 6d. net. Butterworth.)

This is a capital book. It is "an account of the origin and business methods of the London Exchanges," written by a barrister. It deals with the Royal Exchange, the Stock Exchange, Lloyd's, and the Port of London Authority, as well as with the great produce exchanges. It is precise, exhaustive, and well documented, besides being extremely readable.

A Course of Business Procedure: For Day and Evening Classes. By D. MACARA. (2s. 6d. Chambers.)

A very well-arranged text-book of commercial office procedure, dealing with such subjects as correspondence, invoices, banking, &c., in a clear and elementary manner, and with abundant illustrations and facsimile documents. It is a book to be recommended.

How to Abolish the Slums. By E. D. SIMON. (4s. 6d. net. Paper, 2s. 6d. net. Longmans.)

A valuable and competent study of the housing question by a former Lord Mayor of Manchester. The solution proposed is, briefly, the building of new houses at a lower rent, this being made possible by a reduction in rates.

Banking as a Career: A Practical Guide for Junior Bank Clerks and for Aspirants to Banking Appointments both at Home and Abroad. By F. A. WILLMAN. (3s. 6d. net. Pitman.)

A very useful book for boys and their parents. It gives a great deal of information, and includes all the 1928 examination papers of the three Institutes of Bankers.

The Bedrock of Modern Business. Edited by Dr. J. STEPHENSON. Part I. (6d. net. Pitman.)

The first instalment of a course of general commercial education, to be completed in about sixteen weekly parts. The scheme promises well.

Stabilization of Prices: A Critical Study of the Various Plans Proposed for Stabilization. By J. S. LAWRENCE. (21s. net. New York: Macmillan.)

Although price stabilization is a technical and difficult subject, the author of this book, who is an instructor in economics at Princeton University, makes it almost attractive by the vigour and trenchancy of his criticism. He deals very fully with the proposals of Irving Fisher, J. M. Keynes, and the other protagonists of stabilization, and ultimately rejects them all. But when we seek for his own alternative proposals we find nothing very specific. All that he has to suggest is: "the encouragement of all efforts to promote peace among nations," "the retention and improvement of existing gold standards," and a free hand to the Federal Reserve Board of the United States in the interests of intelligent administration. The book is well written and thoroughly documented.

Incomes and Living Costs of a University Faculty: A Report Made by a Committee on the Academic Standard of Living Appointed by the Yale University Chapter of the American Association of University Professors. Edited by Y. HENDERSON and M. R. DAVIE. (9s. net. New Haven: Yale University Press. London: Oxford University Press.)

This book is a typical specimen of American thoroughness. It is a minute, not to say meticulous, investigation into the incomes and expenditure of 272 members of the staff of Yale University, and a comparison of their financial position with that of other members of the community. The conclusion reached is that the University must pay better salaries if it is to obtain teachers of ability. The main interest of the book outside America lies rather in its form than in its matter, for it is a first-rate example of statistical inquiry and of book production.

The Romance of Trade: A Survey, Commercial and Economic. By A. W. KIRKALDY. New Edition. (6s. net. Kegan Paul.)

The title of this book is somewhat misleading. It is really an elementary account of economic principles, on a historical basis, and in a popular and conversational style that is strongly reminiscent of Charles Gide. It is founded on a series of addresses given at University College, Nottingham, where the author is Dean of the Faculty of Economics and Commerce. The book is thoroughly readable, and should make an excellent text-book for schools, as well as for the adult seeker after economic knowledge.

Exercises in Economics. By Dr. A. PLUMMER. (2s. net. Pitman.)

The Story of Trade Unionism: From the Combination Acts to the General Strike. By R. M. RAYNER. (6s. net. Longmans.)

MATHEMATICS

Cambridge Intermediate Mathematics. By Dr. H. J. LARCOMBE. Arithmetic, Part I. Algebra, Part I. Geometry, Part I. (With Answers, 2s. each. Without Answers, 1s. 9d. each. Cambridge University Press.)

This series is intended for the modern schools and senior classes recommended by the Hadow Report. Consequently emphasis is laid on practical examples and on the application of principles rather than their proof. The explanation is reduced in all these volumes to a reasonably small compass, and the bulk of the matter consists of examples. A noteworthy special feature is the introduction of a number of "mental" exercises which can be solved immediately without written work or by reference to a rough figure. Work that can be taken orally in this manner does undoubtedly help a teacher to make sure that certain basic principles have been grasped before his pupils get involved in more elaborate applications of them.

A First Course in Algebra. By W. G. BORCHARDT. (3s. Rivingtons.)

This is an up-to-date algebra from an experienced teacher. The subject is introduced by the consideration of formulae, and as generalized arithmetic. Negative numbers are introduced fairly late in the course. The volume takes the reader as far as the solution of quadratic equations, with some later chapters on more difficult manipulative work. This method of treatment is now familiar and is generally recognized as the best method. This book is a sound exposition of it, though the examples are not all up to the same standard in character. There are interesting examples on practical formulae, and on numerical properties, but the average teacher or pupil is calculated to blaspheme when asked to solve problems involving the number of men in a hollow square.

A History of Mathematical Notations. By Prof. F. CAJORI. Vol. 1. *Notations in Elementary Mathematics.* (25s. net. Open Court Co.)

Prof. Cajori's History of Mathematics is a well-known reference work. His History of Notations, of which he has now published the first volume, is a monument of detailed research. The use of all the elementary symbols of mathematics is traced from the earliest times right up to the twentieth century. The book is plentifully illustrated with facsimile reproductions of cuneiform tablets, ancient manuscripts, and medieval print. It is certainly an interesting reference work for a school library.

1. *Higher Certificate Applied Mathematics Test Papers.* 2. *Matriculation Advanced Mathematics Test Papers.* By A. S. PRATT. (1s. 9d. each. Methuen.)

Mr. Pratt has added two more to his useful little collections of test papers. The first named volume contains fifteen papers on statics and hydrostatics, and fifteen on dynamics. The second volume contains thirty-six papers, twelve each on algebra and trigonometry, pure and co-ordinate geometry, calculus and conic sections. These papers are, roughly speaking, up to the standard of "Additional Mathematics" in various School Certificate Examinations. All the papers are three-hour papers, so that a large amount of practice may be obtained for pupils at a small cost in money.

Lower and Middle Form Geometry. By F. W. WESTAWAY. (4s. 6d. net. Blackie.)

This is an extension of the author's Preparatory Geometry noticed in these columns in November last. The additional matter includes some more three-dimensional work, the extensions of Pythagoras Theorem and some constructions. As in many modern geometries, it is difficult to find one's way about the book. There is too much for the pupil to read—though much of it, as in the section on loci, is good and suggestive matter—and there is not enough in the way of simple applications to test his power of reading intelligently.

The Art of Arithmetic. By Dr. H. E. J. CURZON. Pupil's Book VII. (1s. 6d. Nelson.)

Commercial Arithmetic. By F. L. GRANT and A. M. HILL. With Answers. Fifth Edition. (5s. Longmans.)

Junior Algebra Test Papers. By W. G. BORCHARDT. (1s. 3d. Rivingtons.)

A Revision Course in Algebra. A Revision Course in Geometry. (To Matriculation Standard.) By D. LARRETT. (2s. 6d. each. Pitman.)

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HISTORY

Essex. By P. H. REANEY. (4s. net. Knopf.)

Mr. Reaney is an Essex enthusiast. He knows his county from end to end, and he has an expert acquaintance with its many curious place names. Hence his sketch of county history is not only valuable and interesting in itself; it is also an illuminating companion to the history of England. For Mr. Reaney with commendable wisdom keeps his narrative very close to the proper chronological sequence of events. It is the only satisfactory method of writing history.

More Boys and Girls of History. By RHODA and EILEEN POWER. (7s. 6d. net. Cambridge University Press.)

This delightful volume is a notable example of the legitimate use of the historical imagination. That Dr. Eileen Power and her sister know their history thoroughly well, need scarcely be said. Here they present us the results of wide reading, not in the form of dry-as-dust dissertations, but in the attractive shape of stories imbued with life and movement. The stories make a special appeal to the young, because they all relate to children. But older readers will find them not one whit less fascinating; for they are rich in both information and ideas. They illustrate in the main the discovery and growth of Greater Britain. The founding of Virginia; the settlement of the Bermudas; the establishment of the East India Company; the revolt of the American Colonies—such are the great themes that are illuminated by these clever and absorbing tales. French without tears can now be paralleled by history without dates.

English Economic History. By A. ELIZABETH LEVETT. (6d. Benn.)

The Black Death. By G. G. COULTON. (6d. Benn.)

Two studies in economic history by experts. Miss Levett's sketch presents in marvellous, if almost microscopic, proportions, a survey of the whole course of the development of industry and commerce in England. Dr. Coulton concentrates his attention on what Prof. Thorold Rogers used to regard as the cardinal event in English history, and he pours the light of recent research on the many problems which the records of the great pestilence raise. Each of these little manuals is a masterpiece of its kind.

Machiavelli and Modern Political Science. By Prof. E. GRILLO. (2s. 6d. net. Blackie.)

An interesting attempt of the Professor of Italian in the University of Glasgow to vindicate the character of Machiavelli from the aspersions commonly cast upon it, and to show that the makers of modern Italy, from Cavour to Mussolini, have but carried into effect the noble principles of the first great Italian patriot.

The Making of the Tudor Despotism. By C. H. WILLIAMS. (2s. 6d. Nelson.)

It is needless to say more than that Mr. Williams's history of the reigns of Henry VII, Henry VIII, Edward VI, and Mary, in Messrs. Nelson's *Teaching of History* Series, is not unworthy to rank with Prof. Black's Study of Elizabeth's reign which we recently reviewed. Mr. Williams knows his subject thoroughly, and he presents it in an interesting manner. His book, although small, contains much information that will be novel and illuminating to the ordinary reader. His illustrations, too, in particular the portraits of monarchs and ministers, are unusual and informative.

A Pageant of History: an Outline of the History of the World. By R. G. IKIN. (2s. 9d. Nelson.)

An interesting and excellently illustrated first-book of world history. In a series of vivid sketches Mr. Ikin shows the main features of each great stage in the development of civilization from the days of the cavemen down to the present time. It provides a useful framework of information into which subsequent acquisitions of historical knowledge can be fitted.

The United States. By T. C. PEASE. (16s. net. Bell.)

This is an excellent single-volume history of the United States, admirably printed on good paper, and illustrated by a remarkable collection of reproductions of maps contemporary with the events narrated. The only drawback, in fact, to a useful and attractive book is the hideous sea-green binding, with the lettering all awry, with which the English publishers have covered it. The whole course of American history is treated succinctly and effectively. Special prominence is given to political ideas throughout. The account of the critical events of the last decade (1916–1926) is particularly full and illuminating.

The British in Tropical Africa: an Historical Outline. By I. L. EVANS. (12s. 6d. net. Cambridge University Press.)

Mr. Ifor Evans, Fellow of St. John's College, Cambridge, is one of the ablest of our younger historians. In the volume before us he has collected and summarized with masterly skill all that the non-specialist reader needs to know concerning those British possessions in tropical Africa whose area is five times as great as that of England itself. The work falls into three main sections, of which the first treats of West Africa (the Gambia, Sierra Leone, Nigeria, &c.); the second of East Africa (Uganda, Kenya, Zanzibar, &c.), and the last of the Anglo-Egyptian Sudan. A statistical summary and a biographical note conclude a valuable contribution to British imperial history.

The Great Revolt in Castile: a Study of the Comunero Movement of 1520–1521. By Prof. H. L. SEAVER. (24s. net. Constable.)

Prof. Seaver, of Massachusetts, has, in the book before us, achieved a notable piece of extended original research, and he has laid before American and English readers for the first time detailed information concerning the great Castilian rebellion which marked the beginning of the reign of King Charles I (the Emperor Charles V) in Spain. His study is based throughout on primary sources, and his narrative gains in vigour and vividness from the fact that he has visited the scenes which he describes, and has taken excellent photographs of the more important places concerned. The titles of his chapters are somewhat sensational and journalistic; but the story which they cover is one of rapid movement and swiftly fluctuating fortune. In these days of the frequent re-hashing of old material, it is refreshing to have something that is really new.

Unwritten History. Book 1. The Age of Stone. By H. R. HALL. (2s. 6d. Nelson.)

There is a curious fascination about the remote ages of human antiquity which recent archaeological research has brought to our knowledge. The subject of pre-history, however, although fascinating, is beset with difficulties. In general, it is to be feared, the books that treat of it are interesting in inverse ratio to their accuracy. Mr. H. R. Hall—who is not to be confused with the eminent authority on the Ancient East whose name and initials are the same—has made a long study of the stone ages, and has allowed his imagination to play round the theme. Thus he has produced an admirably readable book which has the merit of being in its main outlines in accord with the established results of scientific investigation. He promises a supplementary volume on the metal ages.

The Prospects of Democracy and Other Essays. By A. ZIMMERN. (12s. 6d. net. Chatto and Windus.)

This book consists of a collection of sixteen essays and addresses written at considerable intervals, and mostly for special occasions. Such a book naturally presents unusual difficulties to the reviewer. Of the sixteen essays, two ("American Universities," and "Education and International Goodwill") may be called educational, five come under the head of politics in the best sense of that term, and the remaining nine are concerned with international relations, and especially the development of the League of Nations. The book takes its title from the last essay, which was delivered as an address in November, 1927, under the chairmanship of the late Lord Haldane. Every essay in the book is marked by the vigour and clarity of thought, and the fullness of knowledge, which those who know Prof. Zimmern's writings have been led to expect. The author more than once stresses his view that the League of Nations cannot become the instrument of diplomacy, but that its function is to prevent the play of policy from issuing in war, or even the threat of war.

Man's Great Adventure (Thirty Stories of Mankind from the Dawn Man to the Man of To-day). By S. SOUTHWOLD. (2s. 6d. Longmans.)

The American Colonies, 1492–1750: A Study of their Political, Economic, and Social Development. By Prof. M. W. JERNEGAN. (7s. 6d. Longmans.)

Britain and Europe: An Introduction to History. By R. A. F. MEARS. Book 1. *From the Beginnings to the End of the Middle Ages.* (3s. Arnold.)

The Prospects of Democracy and Other Essays. By A. ZIMMERN. (12s. 6d. net. Chatto & Windus.)

The Learning of History in Elementary Schools. By Dr. CATHERINE B. FIRTH. (6s. net. Kegan Paul.)

British Colonial Policy and the South African Republics, 1848–1872. By Dr. C. W. DE KIEWIET. (12s. 6d. net. Longmans.)

The Study of Economic History: An Inaugural Lecture. By Prof. J. H. CLAPHAM. (1s. 6d. net. Cambridge University Press.)

A First Book of Canadian History. By W. S. WALLACE. (2s. 6d. Toronto: Macmillan.)

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MODERN LANGUAGES

Groundwork in French. By A. W. GREEN. (2s. 6d. Harrap.)

Mr. Green is not one of those direct method teachers who insist on no English word being used in his class-room. He sees the advantage of making use of translation. He is also insistent on continuous revision in order to fix French words and especially French constructions in the mind of a beginner. He notes the difficulty of French pronouns and gives plenty of rules and examples on them. His method of teaching the rules is by the study of examples. Altogether this is a very favourable specimen of a First French Book. But it is a disquieting thought that if these books continue to appear as frequently as they have recently, then almost every school will have its own First French book.

Aventures de la Famille Gautier. By JOSETTE E. SPINK and VIOLET MILLIS. (2s. 6d. Ginn.)

This book is a reader for use at the end of the first year. The Gautier family go for a journey through France, and an opportunity is given of bringing in many points of French history and geography. Most of the book is in dialogue; there are several illustrations, questions in French on the text, and a vocabulary. It should be welcome in the lower forms of girls' schools.

Idiomatic Italian Composition: a New and Practical Course of Instruction in Modern Idiomatic Italian. By R. A. S. RANKIN. Second Edition, Revised. (3s. 6d. net. Hirschfeld.)

This is a second edition of a useful Hirschfeld book. It is in three parts, the first contains a series of notes on modern grammar and syntax, the second has a series of idioms with exercises, and the third ten prose English passages for translation. A useful book for the advanced scholar.

La Dolce Favella: a Progressive Italian Reader for the Use of High Schools and Commercial Colleges. Edited, with Notes, by Dr. E. GRILLO. (3s. 6d. Hirschfeld.)

Dr. Grillo's work is for first and second-year students. Beginning with short anecdotes it goes on to longer unseens, taken from the chief Italian poets and prose writers. It should prove a useful book to lead up to the same author's more advanced readers.

Cervantes. Selections from his Works. By Prof. R. SCHEVILL. (4s. 6d. Ginn.)

A useful reader for the fairly advanced student, chiefly taken from Don Quixote and the Exemplary Novels, it includes an introduction on Cervantes, notes, and a vocabulary.

A Book of French Verse from Hugo to Larbaud. Chosen and Edited, with Introduction, Notes, and Glossary, by T. B. RUDMOSE-BROWN. (2s. Oxford University Press.)

Prof. Rudmose-Brown has added still one more to the many compilations of French verse which have appeared during the past five years. It is to be hoped that this flood of manuals points to the increased interest which is being taken in literature among our secondary schools. In this volume we have a careful introduction on the structure of French verse, twenty pages are given to the Romantics, about the same to the Parnassians, another twenty to the Symbolists, and the remainder to more modern schools of poetry. Among several old friends some new poets are included and this inexpensive volume would make a good first course for School Certificate candidates. There are biographies in an appendix and a glossary of rarer words.

Publications of the English Goethe Society. New Series. Vol. V. Papers Read Before the Society, 1925–1928. Edited by J. G. ROBERTSON. (Alexander Moring.)

The publications of the English Goethe Society have been renewed since 1924 and the present series includes "The Language of Goethe," by Prof. Collinson, "Ein Blick in Goethe's Werkstatt," by Prof. Breul, "The Tragedy of Goethe's 'Tasso,'" by Prof. Robertson, "Fate and Guilt in the German Drama," by Mr. Montgomery, and "Heine a Hundred Years Ago," by Prof. Atkins. All teachers of German would benefit by becoming members of the Society, of which particulars can be obtained from the Assistant Secretary, at 3 Steeles Road, London, N.W. 3.

German Short Stories. Selected and Annotated by Prof. H. G. FIEDLER. With a Vocabulary by HERMA E. FIEDLER. (2s. 6d. Clarendon Press.)

Prof. Fiedler has selected and annotated nine short stories from two older and four modern authors. They will be new to most teachers and pupils and very welcome to those in search of new material. Produced with all the accuracy of the Oxford Press at a very low price, and provided with an ample vocabulary, this book should have a success in all schools.

Abeille: Le Jongleur de Notre-Dame; Les Pains Noirs. By ANATOLE FRANCE. Edited by Dr. R. L. G. RITCHIE. (1s. 9d. Nelson.)

Another of the Modern Studies Series we noticed recently. Dr. Ritchie includes an early fairy tale, an old fabliau modernized and a sketch of fifteenth-century life in Florence. This would make a useful reader for a middle form.

L'Épopée de l' "Emden." By C. FARRÈRE and P. CHACK. Edited by Dr. W. G. HARTOG. Authorized Edition. (1s. 6d. Harrap.)

La Bataille des Falkland. C. FARRÈRE and P. CHACK. With Introduction, Notes, and Glossary by Dr. W. G. HARTOG. (1s. 6d. Oxford University Press.)

Dr. Hartog has edited two different extracts from "Combats et Batailles sur Mer," by Claude Farrère and Paul Chack, for two different series. Both texts will interest English boys with their love of a sea-fight; both have notes and a vocabulary and will make interesting term readers for a middle form.

Gemme e Fiori: a New Italian Reader. Edited by Prof. E. GRILLO. (5s. net. Blackie.)

Ugo Foscolo. I Sepolcri. In Italian and English. With an Essay on the Poet's Life and Works by Prof. E. GRILLO. (3s. 6d. net. Blackie.)

Prof. Grillo is a hearty supporter of Mussolini and does not hide it even in his prefaces. He dedicates his books to the spirit and ideals of New Italy, which require a more detailed knowledge of its language and literature than was thought necessary by the superficial tourist of bygone times. "Gemme e Fiori" is a progressive reader, containing 100 pages of prose and fifty of verse. Beginning with very elementary material, it leads the student to the point where he can take to classical texts. The edition of "Ugo Foscolo" is very timely as the centenary of his death took place in 1927. Born in 1778 Foscolo left Italy after the fall of Napoleon as he refused to live under Austrian rule; he came to England in 1816 and in some penury he managed to live by literature and teaching. It is to be wondered how many of the inhabitants of Turnham Green realize that Foscolo died there in 1827, and that his body was not transferred to Santa Croce in Florence (the Westminster Abbey of Italy) until 1871. "I Sepolcri" is an elegiac poem in blank verse which Prof. Grillo has translated into English prose on alternate pages. An excellent book for all lovers of Italy and the Italians.

Conversational Pictures for Language Students. Compiled by A. H. WINTER. (3s. Blackie.)

Mr. Winter's book of pictures is agreeably different from the usual material presented to pupils. It consists of a dozen pictures of the months reproduced and enlarged from Simon Bening, a Flemish miniaturist of the sixteenth century, and a dozen other drawings from Dürer and other artists. These should make admirable material for conversation.

On page 60 of the January issue, in the notice of "Modern French Verse," by Gleed and Baswitz, we quoted the price of 4s. 6d. net. This is the price of the Prize Edition in extra binding. The price of the School Edition is 3s. only (not net).

Notre-Dame de Paris, 1482. By VICTOR HUGO. Abridged and Annotated by DORIS GUNNELL. (2s. 6d. Nelson.)

Technical and Industrial Spanish. Edited with Vocabulary by A. ALONSO and P. R. HERSHEY. (4s. 6d. Heath.)

Inductive Readings in German. By Dr. F. W. KAUFMANN and Prof. E. W. BALDUF. Book III. *Introduction to German Political and Cultural History.* (7s. 6d. net. University of Chicago Press. London: Cambridge University Press.)

German Exercises. By F. R. H. MCLELLAN. (3s. 6d. Cambridge University Press.)

Aids to French Composition: Based on Examples from Representative Authors. By L. M. HAYES. (2s. Blackie.)

THE PEOPLE'S LEAGUE OF HEALTH NINTH TRAVELLING SCHOLARSHIP.—The Sims Woodhead series of twelve constructive educational health lectures, are being held on Friday evenings at 6 p.m., in the lecture room of the Medical Society, 12 Chandos Street, London, W. 1. The course commenced on January 18. At the conclusion of the Course there will be an optional examination for those who have attended the series and certificates will be issued by the Medical Council of The People's League of Health, and a travelling scholarship prize awarded, consisting of a visit to a foreign country, with facilities for visiting its health centres. Further particulars can be obtained from the Secretary, at 12 Stratford Place, London, W. 1.

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PHILOSOPHY AND PSYCHOLOGY

Leibniz. By Prof. H. W. CARR. *Spinoza.* By Prof. L. ROTH. (12s. 6d. net each. Benn.)

The new series of books on "Leaders of Philosophy," under the general editorship of Prof. J. L. Stocks, has been inaugurated by the publication of the volumes on Spinoza and Leibniz, and promises to be of great value to the beginner in philosophy, and to the general reader with a taste for philosophical speculation. The same general plan is followed in both books. An account of the life and works of the philosopher in their historical setting is given in the opening chapter; an exposition of his doctrine occupies the central and largest place; the concluding chapters deal with the subsequent fortunes of the philosophy, its significance and influence. Prof. Wildon Carr has an established reputation as a skilful expositor, and he writes on Leibniz with the competence and clarity his past works have led us to expect. Without attributing any direct influence on the world-view of modern physics to the metaphysical principles of Leibniz, he discovers a remarkable accord between them. The principle and method of Leibniz, it is contended, survive in the thought of to-day, despite the obsolescence of many of his cherished convictions. Prof. Roth has produced a monograph which is excellent in its kind. In a style at once lucid and direct he leads the reader step by step through the intricacies of Spinoza's thought. His explanations are sufficient without being diffuse, and he makes admirable use of the writings and correspondence of Spinoza. On critical points his judgment is balanced, and often acute. He believes that in the confused philosophical outlook of to-day, increasing numbers will draw inspiration and wisdom from Spinoza, however little they may agree with his principal doctrines.

Hegel's Science of Logic. Translated by W. H. JOHNSTON and L. G. STRUTHERS. 2 vols. (32s. net. Allen & Unwin.)

Studies in the Nature of Character. By the Character Education Inquiry, Teachers' College, Columbia University, in Co-operation with the Institute of Social and Religious Research. 1. Studies in Deceit. Book One. General Methods and Results. By H. HARTSHORNE and M. A. MAY. Book Two. Statistical Methods and Results. By M. A. MAY and H. HARTSHORNE. (20s. net. New York: Macmillan.)

At first sight this book may appear either extraordinarily interesting, or it may appear rather futile, according to the reader's prepossessions. The application of statistical methods to the study of intelligence is one thing. But their application to the study of character! For example, you set a problem under conditions which admit of cheating or faking, and you set it again under conditions which exclude these possibilities, and you scientifically compare the results. By such means, extended and highly elaborated, you get a statistical study, bristling with diagrams and tables, of the factors which enter into deceitful conduct. The person of small faith in such methods must remember that the real question is whether there are relevant groups of facts which may be counted or measured, for no one doubts that, if there are, they can be dealt with statistically. The provisional conclusions arrived at are in any case interesting. We are reminded of the Platonic paradox that virtue is knowledge, and of the Aristotelian doctrine, that virtue is a habit. The statistical investigators come down distinctly on the side of habit. The mere urging of honest behaviour or the discussion of ideals of honesty usually do no good and are more likely to do harm. The best hope lies, not in teaching honesty, but in providing "consistent and regular opportunities for the successful use by both teachers and pupils of such forms of conduct as make for the common good." To which we can only add that if statistical research should eventually reach an incontestable conclusion regarding this vexed question, more power to its elbow.

Mechanical Aptitude: Its Existence, Nature, and Measurement. By J. W. COX. (7s. 6d. net. Methuen.)

This book is a thesis approved for the Degree of D.Sc. in the University of London. It reports research on a subject of great interest to both psychology and engineering, *i.e.* the existence and measurement of a group factor *m* on which, in addition to Spearman's *g*, success in mechanical work depends. Dr. Cox distinguishes mechanical ability from "motor ability" and "manual skill," both of which may be found with or without *m*, and gives a set of tests by means of which, provided *g* is known, *m* may be accurately measured. He points out the significance of the results of his investigation for both education and industry.

The Education of Mentally Defective Children: Psychological Observations and Practical Suggestions. By ALICE DESCOEUDRES. Translated from the Second French Edition by E. F. ROW. (7s. 6d. net. Harrap.)

English teachers of backward and defective children will find this a most valuable book. After preliminary chapters on the history of the subject and general organization, the bulk of the work is devoted to detailed descriptions of those methods of teaching handwork, speech, reading, writing, and arithmetic, which Mlle Descoeudres has found useful during many years of experiment with normal as well as defective children.

Introduction to Social Psychology: Mind in Society. By Dr. R. MUKERJEE and Dr. N. N. SEN-GUPTA. (7s. 6d. net. Heath.)

This new analysis of collective behaviour will probably be more widely read in the States than in England. The writers have evidently accepted the American psychology of stimulus-response, and almost all the books which they recommend for further reading are by Americans. Nevertheless the fact that they are acquainted with both East and West makes their chapters on Crowd Psychology of unusual interest.

(1) *The Child Guidance Clinic and the Community: a Group of Papers Written from the Viewpoints of the Clinic, the Juvenile Court, the School, the Child Welfare Agency and the Parent.* By Dr. R. P. TRUITT, Dr. L. G. LOWREY, Judge C. W. HOFFMAN, W. L. CONNOR, ETHEL TAYLOR and FANNY R. KENDEL. (New York: Commonwealth Fund.)

(2) *The Problem Child at Home: a Study in Parent-Child Relationships.* By MARY B. SAYLES. ($1.50. New York: Commonwealth Fund Division of Publications.)

The very expression "problem child" is meant to indicate that the child who is troublesome, even to the point of "juvenile delinquency," does really present a problem that can be hopefully investigated. Here, as elsewhere, we are the victims of labels. We talk of backwardness, truancy, and laziness as if these words explained anything, whereas a study of cases may reveal the causes which lie behind the symptoms, and may suggest methods of treatment. Such is the general doctrine underlying the work of the Child Guidance Clinic which, with the help of the Commonwealth Fund, has gained a firm foothold in America, and has begun to gain recognition in England. The first of the two books noted above sets forth the position from several points of view. Miss Sayles' book is a most interesting and revealing study of problem children considered in relation to home life. We have pleasure in drawing attention to these excellent publications.

Children's Behaviour and Teachers' Attitudes. By E. K. WICKMAN. (New York: The Commonwealth Fund Division of Publications.)

The progress of the "Child Guidance" movement in England will doubtless increase the demand for books such as this one, which gives the results of a careful inquiry into the behaviour of "difficult" children and the prevailing attitudes of teachers towards such behaviour. Lists were collected from teachers of the undesirable forms of behaviour which they had encountered in school, and these were carefully analysed and classified. It seems fairly clear from the results that teachers tend to stress behaviour which causes them trouble or annoyance and on the whole to underestimate the difficulties of shy and repressed children. The later chapters of the book contain an interesting discussion on the effect on children of the attitudes of adults towards them, and the need for the further education of many teachers with regard to the fundamental problems of child psychology.

The New Psychology of the Unconscious. By Prof. C. W. VALENTINE. New Edition. (4s. 6d. net. Christophers.)

Romulus or The Future of the Child. By R. T. LEWIS. (2s. 6d. net. Kegan Paul.)

The Child's Conception of the World. By Dr. J. PIAGET. Translated by JOAN and ANDREW TOMLINSON. (12s. 6d. net. Kegan Paul.)

Difficulties in Child Development. By MARY CHADWICK. (15s. net. Allen & Unwin.)

Experiments with Handwriting. By R. SAUDEK. (18s. net. Allen & Unwin.)

Elementary Analytical Geometry. By T. H. W. HILL. (10s. Mills & Boon.)

Aids to Psychology. By J. H. EWEN. (3s. 6d. net. Baillière, Tindall & Cox.)

Testing Intelligence and Achievement. By Dr. A. J. LEVINE and L. MARKS. (8s. 6d. New York: Macmillan.)

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RELIGIOUS KNOWLEDGE

Allegiance in Church and State : The Problem of the Nonjurors in the English Revolution. By L. M. HAWKINS. (6s. net. Routledge.)

This volume, which is highly praised in a foreword by Dr. Gooch, has grown out of a thesis for the degree of doctor of philosophy in the University of London. Miss Hawkins is to be congratulated on having produced a valuable contribution to historical studies which is also eminently readable in presentation. She deals with a subject largely neglected though of fascinating interest. She works out in detail the political theory on which the nonjurors acted. A final chapter deals with later developments in a most interesting manner.

Bible Tales in Arab Folklore. By J. MEYOUHAS. Translated from the Hebrew by V. N. LEVI. (7s. 6d. Knopf.)

This collection forms a very readable series. Many readers will be surprised to find such an extensive collection of Biblical stories from the Creation to the great prophets, and will be interested to see them in their ornate and picturesque Arabic setting. It is a pity that no references and no indexes are given.

The Child's Religion : A Study of the Development of the Religious Sentiment. By P. BOVET. Authorized Translation of "Le Sentiment Religieux," by Dr. G. H. GREEN. (6s. net. Dent.)

Readers interested in the psychology of child education will welcome this volume by a distinguished French authority on the subject. It is not necessary to agree with all the *obiter dicta* of the author to recognize the sane and conscientious way in which he handles the thorny problems that arise in connexion with the subject. The themes discussed include "The Religious Sentiment," "The First Adoration," "Love," "God in the World," "Psychology and Theology." Prof. Bovet is essentially inductive in his method, regarding the class-room as a sort of laboratory. The translator, who supplies an interesting preface, has done his work remarkably well.

The Cambridge Shorter Bible. Arranged by A. NAIRNE, T. R. GLOVER, and Sir A. QUILLER-COUCH. (7s. 6d. net. Cambridge University Press.)

The present volume has been arranged by the editors of the Children's Bible recently issued by the Cambridge Press. It represents an interesting experiment towards the production of a shorter Bible—a matter which has been the subject of frequent debate within recent years. The omissions embrace redundant matter, such things as pedigrees and lists and most of the legal books. Thus the Pentateuch is represented by short extracts mainly narrative or hortatory in character. The books of Chronicles are omitted, some of the minor Prophets, and two or three of the shorter writings of the New Testament. The Apocrypha is represented by extracts from Ecclesiasticus. Job and the Psalms are printed in the Revised Version; but the Authorized Version is mainly used. On the whole the experiment is a conservative one. Many readers and students will find this volume a valuable aid. The arrangement of the text without verse notation (except at the head of each page) is a welcome feature.

The Evening of the Last Supper : A New Comparison of the Records. By Dr. H. M. FOSTON. (6s. net. Heffer.)

Dr. Foston discusses with a good deal of detail the well-known difficulties attaching to the New Testament accounts of the Last Supper. It cannot be said that he sheds much light on the problem; he makes distinctions which are unreal, and shows defective acquaintance with Jewish usage.

A New Commentary on Holy Scripture, Including the Apocrypha. Edited by C. GORE, H. L. GOUDGE, and A. GUILLAUME. (Cloth, 16s. net. Buckram, 25s. net. S.P.C.K.)

Authors and publishers are to be congratulated on the appearance of this attractive volume. It is true we have had one-volume commentaries on the Bible before, and notably the one edited by Prof. Peake. The present volume, however, is designed to meet the needs of the Anglican Church more particularly—or perhaps we should say the needs of a particular section of the Anglican Church. All the contributors are Anglicans, and include many distinguished names, such as Dr. Edwyn Bevan, Prof. Burkitt, Prof. Margoliouth, Dr. Mozley, Dr. St. John Thackeray, Prof. C. H. Turner, and others, including the editors. The scholarship of the volume is kept at a high level, and the commentaries proper give adequate aid to the reader in the elucidation of the text. The moderate critical point of view is adopted throughout. It is a great gain to have the Apocrypha included (for the first time in a commentary of this kind). A number of valuable essays on particular points are included, *e.g.* The Bible in the Church, The Geography of the Holy Land, The Mystical Interpretation of the Old Testament. Dr. Bevan writes on the period from the Maccabees to our Lord, and there are special discussions of particular points in the New Testament, *e.g.* The Political Background, the New Testament and the Catholic Creeds, the Theology of St. Paul, Sacred Sites, Textual Criticism, and Chronology. The entire volume of nearly 1,600 pages has been admirably produced, and is remarkably cheap.

The Modern Churchman : Christianity and History. (3s. 6d. net. Oxford : Basil Blackwell.)

The October number of *The Modern Churchman* affords a rich repast. It contains papers read at the Fifteenth Conference of Modern Churchmen. The subject chosen is certainly a live issue—Christianity and History. Fourteen papers were read in all, including one by the Dean of St. Paul's of the Christian Interpretation of History. Others, by Dr. Coulton (Is a Science of History Possible ?); by Prof. Pringle Pattison (Is a Philosophy of History Possible ?); by Prof. C. C. J. Webb (The Significance of the Historical Element for Religion); by Prof. Burkitt (The Importance of the Historical Element in Christianity). Other papers include discussions of the Jewish, the Hellenic, and the Roman contribution to Christianity. Dr. Norman Sykes discusses Christianity as World-accepting, and Dr. Bethune Baker Christianity as World-redeeming. The editor, Dr. Major, contributes a paper on History and Modernism. Among so much that is stimulating, it is not easy to call attention to details; but the brilliant paper of the Dean of St. Paul's is particularly valuable with its formulation of a belief in the Incarnation stated in terms of the Logos theology of St. John. Prof. Burkitt's paper, too, is remarkably interesting, and suggestive. The whole number deserves a permanent place on the shelves of the student of theology.

Twelve Talks on Christian Citizenship : For Leaders of Youth. By J. E. EVANS. (6d. Educational Interim Committee of the Christian Social Council.)

A Bible Anthology. Edited, with Introduction, by H. A. TREBLE and G. H. VALLINS. Reprinted. (1s. 6d. Murray.)

The Holy Bible : Containing the Old and New Testaments Translated out of the Original Tongues and with the Former Translations Diligently Compared and Revised. Authorized or King James Version. (6s. net. Religious Tract Society.)

Vicisti, Galilaee ? or Religion in England : A Survey and a Forecast. By E. B. POWLEY. (2s. 6d. net. Kegan Paul.)

Great Treasure : Scenes in Prose and Verse from the Bible. By H. B. ELLIOTT. (1s. 6d. net. The Religious Tract Society.)

"The Teaching Church" Papers. No. 1. *Adult Religious Education : Its Necessity and Purpose.* By C. E. HUSON. (3d.) No. 2. *A School of Prayer.* By Rev. Dr. M. FURSE. (6d.) No. 3. *Adult Religious Education : Some Principles and Methods.* By Rev. J. THRIFT. (4d.) No. 4. *Adult Religious Education : Diocesan Organization.* By Rev. J. C. V. DURELL. (2d.) (S.P.C.K.)

The Teacher and the Faith. By GLADYS HAYDON and SYBIL EEDY. (1s. 6d. S.P.C.K. Church of England Sunday School Institute.)

Jesus of Nazareth. By Dr. C. GORE. (2s. 6d. net. Butterworth.)

Old Testament Lessons for Children. By A. H. SIDNEY. (2s. 6d. Sands.)

School Bible Readings : Forming the Essential Narrative of the Old and New Testaments. Second Edition, Revised and Illustrated. (5s. net. Oxford University Press.)

The Starting-Place of Prayer. By N. C. SHERWOOD. (3s. 6d. net. Heffer.)

Early Christianity and Its Rivals : A Study of the Conflict of Religions in the Early Roman Empire at the Beginning of our Era. By Prof. G. H. BOX. (6d. Benn.)

(*Continued on page* 282)

A new School of Mining at Quakers Yard, in the County Borough of Merthyr, was opened by Lord Chelmsford on February 27. The building cost £7,000, the bulk of the charge being met from the Miners' Welfare Fund. There are laboratories for physics, chemistry, and gas-testing, and drawing and lecture rooms.

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OLD-TIME CHILDREN'S BOOKS.—The recent report of the Consultative Committee on "Books for Schools" has had an interesting result in Wales. The National Library proposes to hold an exhibition of children's books from May to October this year. The exhibit will include early books for children in Welsh, or printed in Wales, and needlework "samplers" are being collected.

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SUMMER SCHOOLS and Vacation Courses

See also pages 215 and 283

UNIVERSITY OF STRASBOURG (FRANCE)

SPECIAL COURSES FOR FOREIGN STUDENTS.

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Section A.—FRENCH LANGUAGE.—Phonetics (theoretical and practical); practice in speaking and reading (small colloquial classes); exercises in grammar dictation; translation (oral and written) and composition; history of the French language.

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(FOUNDED BY CECIL J. SHARP)

EVENING CLASSES

Summer Term starts April 19th.

MEMBERS' EVENINGS

COUNTRY DANCE PARTIES

SPECIAL SUBSCRIPTION CLASSES

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The Secretary, English Folk Dance Society, 107 Great Russell Street, W.C. 1

Telephone: Museum 4580.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE

EDUCATION DEPARTMENT

A residential Vacation Course for men and women teachers, to include subjects shown below, will be held at the Training College, Bingley, Yorks, July 31 to August 14, 1929:

1. **MODERN TENDENCIES IN EDUCATION:** Prof. T. PERCY NUNN, M.A., D.Sc., Litt.D.
2. **RECENT RESEARCH IN EDUCATIONAL METHOD:** Prof. GODFREY H. THOMSON, D.Sc., Ph.D.
3. **TEACHING OF ART:** J. LITTLEJOHNS, Esq., R.B.A., A.R.B.C., F.R.S.A.
4. **BIOLOGY IN RELATION TO HUMAN LIFE:** E. WATKIN, Esq., Ph.D.
5. **SCHOOL MUSIC: PRACTICAL AND APPRECIATIVE:** J. E. BORLAND, Esq., Mus.D., F.R.C.O., Hon. A.R.C.M.
6. **MODERN METHODS IN RELIGIOUS TEACHING:** Miss HETTY LEE (Mrs. R. HOLLAND), M.A.
7. **THE TEACHING OF ORGANIZED GAMES:** To be arranged.
8. **THE TEACHING OF ENGLISH:** F. S. BOAS, Esq., M.A., LL.D.
9. **THE TEACHING OF HISTORY:** D. C. SOMERVELL, Esq., M.A.
10. **THE AMERICAN JUNIOR HIGH SCHOOL:** M. C. DEL MANZO, Esq., Ph.D.
11. **HANDWORK:** Miss M. M. COMER, Higher Certificate of the National Froebel Union.

A number of special evening lectures are being arranged.

Teachers will be accommodated in the Halls of Residence, and each will be provided with a bed-sitting room.

A Handbook containing full particulars of the Course will shortly be ready, and will be sent gratis on application to the EDUCATION OFFICER, County Hall, Wakefield, Yorks.

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ST. ANDREWS PROVINCIAL COMMITTEE FOR THE TRAINING OF TEACHERS

ST. ANDREWS SUMMER SCHOOL

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The Committee proposes to institute the following Courses:

Courses	Lecturers
I. Modern Developments in Education.	
1. Modern Advances in Physical Science.	Prof. H. Stanley Allen.
2. Child Guidance.	Dr. W. Boyd.
3. Dramatic Work in Schools.	Mr. G. Burnett.
4. The Teaching of Physics and Chemistry.	Mr. J. W. Bispham. Mr. R. H. Dickinson.
5. The Teaching of Arithmetic.	Mr. G. St. L. Carson.
6. The Teaching of English.	Mr. F. H. Pritchard.
II. Course of Training for Teachers of Infants (for Article 51 Endorsement).	
SECOND YEAR COURSE	
1. History of Infant Education.	Mr. T. Hope.
2. Infant Hygiene.	Dr. R. V. C. Ash.
3. Speech Training, Literature, and Story-telling.	Miss S. Attwell.
4. The Beginning of Reading and Writing.	Miss E. Luke.
5. The Approach to History, Geography, and Nature Study.	Mr. N. S. Snodgrass.
6. Physical Education.	Miss M. M. Dow.
Musical Education through Rhythmic Movements.	Miss A. C. Bewick.
7. Art in the Infant Room.	Mr. A. M. S. Richardson.
8. Construction of Individual Work Apparatus.	Miss E. Luke.
(Any of the Courses under II may be taken separately.)	
III. Scholastic Tests.	Mr. D. Kennedy Fraser. Miss E. I. M. Thomson.
IV. Folk Dancing.	Miss M. M. Dow.
V. Art Crafts.	Mr. A. M. S. Richardson.
VI. Rural Science.	Mr. Minto R. Gillanders.
VII. Educational Handwork.	Mr. J. Kerr.

University Residence Hall, St. Andrews, is available for the accommodation of teachers. Early application for places is essential.

Forms of application may be obtained from the Director of Studies, Training College, Park Place, Dundee, and should be returned as early as possible.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE

EDUCATION DEPARTMENT

Vacation Courses in Physical Training will be held at the Grammar School, Ilkley, Yorks, from July 29 to August 10, 1929.

The following Courses will be given: (*a*) for teachers in Elementary Schools and all who teach Physical Training without fixed apparatus: (*b*) for teachers in Central Schools and Technical Institutes. Separate classes will be held for men and women.

A handbook containing full particulars of the Courses may be obtained gratis on application to the Education Officer, County Hall, Wakefield, Yorks.

UNIVERSITÉ DE DIJON

Cours spéciaux de français pour Étudiants Étrangers pendant l'année scolaire et pendant les vacances.

Cours théoriques et exercices pratiques de phonétique, langue, littérature, civilisation, et commerce français méthodiquement conçus et organisés. Diplômes.

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OTHER PUBLICATIONS

The Struggle for the Freedom of the Press, 1819–1832. By W. H. WICKWAR. (16s. net. Allen & Unwin.)

What we now know as the freedom of the Press seems so firmly established that we find it difficult to realize how recent was the battle that had to be fought to secure it. We have to go back less than a century to find the English governed by an aristocracy of birth, who with their sycophants kept "the lower orders" in their place. The law of seditious libel was then in full swing. The story of the fight for freedom—a fight in which the dull Carlile and the lively Cobbett played their part—was well worth the careful investigation it has received at the hands of Mr. Wickwar. His work is valuable, not only as a contribution to a more accurate knowledge of the years following Waterloo, but also because the problem he deals with is ever present, as the editor of any newspaper very well knows. Mr. Wickwar has done a sound piece of work that makes appeal to all intelligent citizens, and his lists of sources and authorities will make his book very useful to the serious student of history.

(1) *Shiva or the Future of India*. By R. J. MINNEY. (2s. 6d. net. Kegan Paul.)

(2) *Typhoeus, or The Future of Socialism*. By A. SHADWELL. (2s. 6d. net. Kegan Paul.)

(3) *Prodigal Sons, or the Future of Caste*. By M. Evans. (2s. 6d. net. Kegan Paul.)

The series, "To-day and To-morrow," maintains its interest and quality. Mr. Minney (1) confirms the depressing story of "Mother India." Admiring the benevolence of the British government, he yet blames it both for interfering too little and for allowing so much wealth to be drained away to Europe. Mr. Shadwell (2) has more to tell us of changes that have actually come over Socialism in Russia and Germany in the last few years than of the uncertain future. "Prodigal Sons" (3) belongs to the companion series of "Psyche Miniatures." It discusses ably the question whether the families of multi-millionaires are likely to develop a new caste-system: their wealth can hardly be dissipated so quickly as the smaller fortunes made in the nineteenth century.

The Lesson of Imperial Rome: A Lecture Delivered on the Sir Samuel Dill Memorial Foundation at the Queen's University, Belfast, 24th October, 1928. (1s. net. Murray.)

The Baby of To-Day: First Principles in his Management. By Mrs. J. L. HEWER. Third Edition, Revised and Enlarged. (4d. net. Bristol: Wright. London: Simpkin, Marshall.)

Our Baby: For Mothers and Nurses. By Mrs. J. L. HEWER. 19th Edition, Fully Revised. (2s. 6d. net. Bristol: Wright. London: Simpkin, Marshall.)

The Games of Children: Their Origin and History. By H. BETT. (5s. net. Methuen.)

Practical Glove Making. By ISABEL M. EDWARDS. (2s. 6d. net. (Pitman.)

Practical Leatherwork: A Textbook for Students and Craft Workers. By F. R. SMITH. *Practical Flower Making*. By VIOLET BRAND. (2s. 6d. net. Pitman.)

Pattern Making for Dressmaking and Needlework. By EMILY WALLBANK and MARIAN WALLBANK. (2s. 6d. Pitman.)

Modern Athletics. By G. M. BUTLER. (12s. 6d. net. Cambridge University Press.)

The Carnegie Trust for the Universities of Scotland. *Twenty-Seventh Annual Report (for the Year 1927–28). Submitted by the Executive Committee to the Trustees on February 13*, 1929. Verbatim Report of Proceedings of a Deputation to the Government of His Majesty King George V, from the Medical and Science Councils of the People's League of Health (Incorporated), held at the Ministry of Health, on Tuesday, December 4, 1928, when the Resolution passed at a Meeting of the People's League of Health, held at the Medical Society of London, on February 22, 1928, was submitted to the Right Hon. Neville Chamberlain, M.P., Minister of Health.

The Yearbook of the Universities of the Empire, 1929. Edited by T. S. STERLING. (7s. 6d. net. Bell.)

Smithsonian Institution. United States National Museum. *Report on the Progress and Condition of the United States National Museum for the Year Ended June 30*, 1928. (Washington: Government Printing Office.)

City of Leicester Public Libraries. *Catalogue of Books on Education in the Central Library*.

Holiday Courses in Europe, 1929. Compiled by the League of Nations Institute of Intellectual Co-operation. (1s. Oxford University Press.)

University of Leeds. *Twenty-Fourth Report*, 1927–28.

Final Report of the Committee on Industry and Trade. (5s. 6d. net. H.M.S.O.)

National Union of Teachers. *Information for Members of Annual Conference, Llandudno, 1929: Including the Executive's Report, Financial Statements, Rules, List of Executive and Information Respecting Provident Society, Benevolent and Orphan Fund, &c.* (The *Schoolmaster* Publishing Co., Ltd.)

National Union of Teachers. *Annual Conference, Llandudno, 1929, Agenda*.

London County Council. *The London Education Service. Fundamental Statistics of Education for the Year 1928–29*. Second Edition. (6d. King.)

London County Council. *Annual Report of the Council*, 1927. Vol. IV. *Education, Introduction, Elementary Education, Children's Care, Special Schools, Juvenile Delinquency, Accommodation and Attendance in Elementary Schools, and Employment of Children, Higher Education, Technical, Trade and Evening Education, Day Continuation Schools, and Juvenile Unemployment Centres, General, the Education Library, Memorandum*. By Mr. J. C. SMAIL. (1s. King.)

The Public Schools Year Book: Being a List of the Public Secondary Schools Represented on the Headmasters' Conference, 1929. Edited by C. H. DEANE, A. P. W. DEANE, and W. A. B. EVANS. (10s. 6d. net. Deane, The Year Book Press.)

Thirteenth Annual Report of the British Social Hygiene Council (Incorporated), Formerly The National Council for Combating Venereal Diseases (Incorporated). June 1, 1927 to May 31, 1928.

Serving the Child in Fargo: Part Three of the Final Report of the Fargo Demonstration. (New York: The Commonwealth Fund.)

London and National Society for Women's Service. *Annual Report*, 1928.

The Manchester High School for Girls. *Report for the Year Ended August 31*, 1928.

Bulletin XXXIX. The Value of Residential Institutions, Some German Residential Institutions, Arbeiterbildung, Adult Education Societies in India, &c. (1s. World Association for Adult Education.)

International Federation of University Women. *Report of the Twelfth Council Meeting, Madrid, September*, 1928.

What to Read on Zoology. By Prof. J. A. THOMSON. *What to Read on the Evolution of Music*. By E. NEWMAN. *What to Read on Biology*. By Prof. W. J. DAKIN. *What to Read on Modern History*. By Sir C. G. ROBERTSON. (3d. each. Leeds Public Libraries.)

The Silent Revolution: Being Considerations on (1) *The Report on the Consultative Committee on "The Education of the Adolescent"* (The Hadow Report), (2) *Publications of the Board of Education*: (a) *Circular 1,397*, (b) *Pamphlet No. 60, "The New Prospect in Education,"* (c) *Report of the Committee on Education and Industry* (The Malcolm Report: Second Part), (d) *Pamphlet No. 64, Industry Series No. 1, "Education for Industry and Commerce."* (6d. National Association of Schoolmasters.)

Calendar Evolution: Showing how the Length of the Year was found, and Calendars formed. By M. B. COTSWORTH. (1s. The International "Fixed Calendar" League.)

The Presidential Address on Physics in Astronomy, Given before the Institute of Physics on May 15, 1928. By Sir FRANK DYSON. (1s. net. Institute of Physics.)

Physics in Industry. Lecture No. 12. *The Physicist in the Glass Industry*. By Prof. W. E. S. TURNER. Given before the Institute of Physics on May 25, 1927. Lecture No. 13. *Physics in the Food Industry*. By Sir WM. HARDY. Given before the Institute of Physics on November 14, 1927. Lecture No. 14. *The Physics of Photography*. By Dr. C. E. K. MEES. Given before the Institute of Physics and the International Congress of Photography on July 12, 1928. (1s. net each. Institute of Physics.)

Kent Education Committee. *Review of the Work of Vocational Guidance and Juvenile Welfare Within the Administrative County of Kent for the Year Ended July 31*, 1928.

Students from Other Countries in the Universities and University Colleges of Great Britain and Ireland, Session 1928–29. (1s. Universities Bureau of the British Empire.)

Board of Education. Educational Pamphlets No. 32. (Revised Edition.) *The Admiralty Method of Training Dockyard Apprentices*. 2d. net. H.M.S.O.)

Board of Education. *Report of the Departmental Committee on the Training of Rural Teachers*. (2s. net. H.M.S.O.)

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The Teacher: Types, Contacts, and Interests

V.—THE TEACHER AS SOCIAL UNIT

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

WHEN a newspaper discussion of the teacher's social status takes place, one is reminded of Buffon's remark on Montesquieu's style: "*Est-ce qu'il a un style*," or of Dr. Johnson's famous chapter "Concerning Snakes" in Ireland: "There are no snakes to be met with throughout the whole country." To be sure things are looking up in these latter days; but in my youth I had a very depressing time in the British Museum Library, looking up what people in general thought of us, and indeed what we thought of ourselves. Here is the estimate of one of our number:

> The worst for care and undeserved abuse,
> The first in real dignity and use,
> (If skilled to teach and diligent to rule)
> Is the learn'd master of a little school.

No doubt most of the undeserved abuse is at the address of the elementary schoolmaster, but it is not limited to him. There is a fine broadbrush effect in the decision of Littré's French Dictionary that *Pédant* is fairly represented by "a term of contempt, he who teaches a school."

Béranger does our profession the dishonour of writing a poem under the title "Maître d'École," that none of us feels the least inclined to advertise: and in Germany "Schulmeister" has an equally approbrious ring. It is true that here the reference is almost exclusively to the elementary branch, and before that branch rose to the position of importance that inevitably followed the nationalization of the craft. We cannot wonder at the disrespect shown to a body of people made up, if Macaulay is to be believed, of "discarded footmen and ruined pedlars."

Sometimes the tone adopted ceases to be abusive, and becomes still more intolerable from the tone of benevolent patronage. Read this inspiriting "Address to Teachers." It is the work of one who calls himself "a well-wisher of souls," and in 1782 could have been had from David Paterson of Edinburgh, at the small charge of 2d. each, or twenty-pence the dozen.

"TO THE TEACHERS OF YOUTH IN TOWN OR COUNTRY

"Although your station does not lead you to sit with the great and noble of the land, yet kind providence has distinguished you from the meaner rank of your fellow creatures."

Here we sit back in our chairs and pull up our collars. I would willingly stop here: but we must have full value for our 2d.

"And though several of you are descended from families of respect, yet I know that many of you come of those which some call a mean extraction (though originally of the same blood with princes—Acts xvii. 26), and possibly come through many difficulties in the course of your education; which is so far from being a disparagement to you that it may be the matter of a song to you when others boast of their high pedigree and paternal estates."

This is perhaps as much as you can stand. You can fill in the rest of the twopence-worth on the principle of *ex pede herculem*. It is of a modern elementary teacher that Sir Walter Besant in his "Children of Gibeon" makes one of his characters say:

"Sam, again, he's only a poor miserable schoolmaster. He's got the parson over his head to bully him, and make him go to church and look humble. *He's* got nothing but his miserable salary."

But the secondary schoolmaster does not escape. His inferiority is indicated by his exclusion from the ranks of the regular professions. As Dr. Syntax, when making his will, grimly remarks:

> The learned callings all agree
> Are physic, law, divinity.

No place is left for teaching. Indeed, the most unkindest cut of all comes in the devastating line:

> The schoolmaster's ungrateful *trade*.

Dr. Syntax does not underline the word, and probably it is a work of supererogation to italicise it here. It carries its condemnation all too easily. With his usual acumen Goethe puts his finger on the inherent lack of public regard for the teacher in his line in "Faust": "Selbst Pallas kommt als Mentor nicht zu Ehren." If the goddess of wisdom herself is not honoured as a teacher, what can we mortals hope for?

But why all this disrespect and positive abuse? It may wile away an unmortgaged half hour, if such a thing can occur in a modern teacher's life, to look into the possible answers to this question.

First we are regarded as a sort of feeble people, who confine ourselves to talking, while other people do things. They are out in the busy world while we remain in the sheltered seclusion of the school-room. There is a proverb in Germany—at any rate my English educational text-books used to tell me so, though I have never come across it while in Germany—which runs: "The school is good, the world is bad." For this reason, perhaps, we are treated as slightly timid people who have become teachers because we dare not face the difficulties of an evil world. We are a race of weaklings, and rank with the amiable unbusinesslike professors for whom Cecil Rhodes had such a genial contempt. When we are treated in mild poetry of

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the second rank this attitude becomes clear. Take, for example, the Rev. George Crabbe's "Leonard":

"But Leonard, yes for Leonard's fate I grieve,
Who loathes the station which he dare not leave;
He cannot dig, he will not beg his bread;
All his dependence rests upon his head;
And deeply skilled in sciences and arts,
On vulgar lads he wastes superior parts."

Somehow I cannot get up for poor Leonard the sympathy for which his creator craves. Why *vulgar* on the one hand, and *superior* on the other? And why *wastes* in any case? A little of Crabbe would go a long way in securing the contemptuous dislike of ordinary capable and self-reliant people.

The second cause of popular dislike of the teacher is to be found in what may be called the Gulliver attitude. Being the big man among a race of pigmies, he is said to become pompous and tyrannical, and to carry this attitude to some degree into his dealings with outside people. There is no doubt whatever but that in the past this attitude was rampant and produced the natural effect on ordinary outside people.

One of the ways in which it manifested itself was in a habit of contradiction in ordinary society. The master was so accustomed to speak as Sir Oracle that he found it hard to let the ordinary dogs of society bark. Those dogs being notoriously fond of barking naturally resented this attitude. But even if the Gulliver teacher did not openly contradict the post-Lilliputians of society, he often had a restraining effect upon them. Nobody likes to be with people who know more than is comfortable for their neighbours. In the old days schoolmasters were credited with a very wide range of knowledge, and there is a secret displeasure in dealing with a man who knows things we are supposed to know, but do not. Charles Lamb records that he was not comfortable in the presence of schoolmasters, and one does not wonder. We are told that one of them generously offered to give him lessons in writing English.

Another of the after effects of the Gulliver attitude is to be found in the reaction that comes when we have left school behind us. Quite important people have told us, by word of mouth and in memoirs, that on the occasion of their visiting their old school there came a disconcerting recrudescence of the long departed awe of their old school master. But apart from such awkward revivals of old associations, we have all—important people and unimportant alike—a genuine satisfaction that we are for ever out of the old dominie's power, and we are apt to carry over to schoolmasters in general the slightly displeasing associations that have gathered about our own specimen. Many of us are tempted, in good schoolboy slang, to try to "get a little of our own back" by showing our more than equality with the schoolmaster of to-day. I cannot help reading this feeling into the remark recorded as made by Lord Hugh Cecil in the House of Commons in 1928:

"I am always sorry to give up any opportunity of giving discipline to schoolmasters. They are so much inclined by the habit of inflicting discipline on other people, to be extremely self-willed and undisciplined themselves, and I am always glad when they are compelled to submit to a regulation which they find inconvenient."

Passing from high places to low, I find that the same vindictive feeling is cherished towards old schoolmasters. Into my memory comes a comic song of my early boyhood in which the singer is comparing the days of his childhood with those of his manhood. Some of the memories are pleasant enough, it appears, for the end of one verse persists in remaining in my memory:

And the girls they used to kiss me, *but*
They never do it now.

The verse-ending that is apposite here is grim enough:

And the master used to flog me, *but*
I'd like to see him now.

Probably the recollection of the cane from our Lilliputian days is as potent a cause as any of the popular distaste for schoolmasters. This part of our professional functioning is almost universally used as a reproach against us. For example, take Drummond of Hawthornden's description of one of our tribe, for whom apparently he had no particular use:

"Owen is a pure pedantique schoolmaster, sweeping his living from the posteriors of little children: and hath no good thing in him."

The general sympathy with the down dog, has a great deal to do with the popular dislike. The feeling is well represented in the eighteenth century poem on "Education," written by Gilbert West. The following two stanzas will give a fair sample:

"Black was the wave and sordid, covered o'er
With angry foam, and stained with infants' gore.
Thereto, along the unlovely margin stood
A birchen grove that waving from the shore
Aye cast upon the tide its falling bud,
And with its bitter juice empoisoned all the flood.

Fast by each stream was seen a numerous throng
Of beardless striplings, to the birch-crown'd shore
By nurses, guardians, fathers dragged along:
Who helpless, meek and innocent of wrong
Were torn reluctant from the tender side
Of their fond mothers, and by faitours strong,
By power made insolent, and hard by pride,
Were driven with furious rage, and lashed into the tide."

A third, and very effective cause of the low esteem in which teachers are held is the popular belief that "there is nothing in" the profession. The popular opinion is that anybody can teach. It is not a profession like any of the three that Dr. Syntax enumerates. These have their realms of special knowledge into which the general public may not penetrate. Even the skilled craftsman has his pieces of special knowledge that he would fain keep within the borders of his craft. The old-fashioned use of the word *mysteries* in this connexion is significant. But the schoolmasters have no *arcana*. They play with their cards on the table. Everybody knows all about education, and if Dr. Johnson is to be believed all that is to be known about it has been known long ago.

Schoolmasters have themselves to blame for the public underestimation of their craft. How can people be expected to believe there is any science in education when the teachers themselves proclaim that there is no need for training? If a plumber has to go through a sort of apprenticeship, what can we think of a profession in which the men at the top proclaimed that there was no need to prepare for it, that they were, as Prof. S. S. Laurie once put it, "teachers by the Grace of God."

Laurie himself did a good deal to raise the status of the profession by his lectures and publications. I should not go the length of saying that he deliberately set about providing us with a set of *arcana*: but I have certainly had my suspicions. He is the second biggest user of technical terms in education. The very title of his chief work on our subject "The Institutes of Education," is a bid for a front place among the *arcana*. His technical vocabulary was so learned that he had occasion to publish a booklet for the use of his students explaining the more obscure among his terms. But even Laurie must give place to his American rival, G. Stanley Hall, whose works can be read intelligently only by those who have a rich Latin and Greek vocabulary, or are willing to read his books with a Latin and a Greek dictionary on a table beside them. Probably he too did not deliberately set out to create *arcana*: but the *arcana* came all right.

After these two paladins had passed away, their followers no longer needed to worry about *arcana*. these come tumbling in of their own accord. So far from having to

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invent fierce terms for purposes of intimidation, our schoolmen of to-day can scarcely keep up with the technicalities that crowd upon them, whether they will or no. Gone is the old easy approach to the educational platform. Day by day it is requiring more courage to get up in an educational meeting and talk at large.

It is not difficult to understand the low esteem in which teachers were held in bygone days, when they had poor qualifications and corresponding emoluments. Many of them could echo the old woman who kept a Dame's School, and frankly reported to a government official who was making a formal inquiry into the state of such schools: "It's little they pays us, and it's little we teaches them." But though money is to some extent a measure of the esteem in which a profession is held, it is not always a reliable guide, as is shown by the experience of Germany, where the social attractions of the profession secured a far better class of teacher than the money payments warranted. It is too late now in our country to apply the method, since salaries are at last raised to a reasonable level, but, if our rulers had thought of it in time, a considerable saving in the national expenditure on teachers' salaries could have been effected by eking out money payments by liberal doses of public esteem.

Before the War, they had in Germany the Rath system by which certain titles and public honours were conferred on teachers, with the result that the profession was kept in a comparatively contented state, even though the scholastic pocket-books were rather light. If when some such honour was due, nothing happened, the man was apt to ask why, and his wife was at least as eager as he, for if he became Schul-Rath she automatically became Schul-Rathin. The system worked in two ways. It kept the teachers contented, and prevented them from becoming in any way troublesome to the government. It provided a system of punishing recalcitrant masters without anything being said or done. The absence of the expected honour was an unostentatious but effective penalty.

In a more wholesome way the social standing of the old dominies in Scotland went far to compensate for the none too generous payments of the old times. In a country district the dominie, after the laird, was second only to the minister himself, and in the case of excellent scholarship and high character ranked on equal terms with the occupant of the pulpit. The truth is that he was of the same timber. Dog does not eat dog, so minister and dominie stood by one another, the position being strengthened by the traditional relationship between the two in the old days when many of the dominies were themselves qualified to fill the pulpit though circumstances or lack of "public gifts" had relegated them to the discard of "Stickit ministers."

The teachers' connexion with the church is not everywhere of this happy kind. In Germany, ever since 1848, the elementary teachers have striven to get free from clerical control. The government office that managed church affairs was also responsible for educational administration, and the teachers felt themselves in a galling position of social inferiority. The scandal was particularly shameful in Bavaria, where the schoolmaster was little better than the servant of the local clergyman, and the woman of the school-house had to do the cleaning of the school, and sometimes even of the church itself. It took a revolution to bring about a realization of the ambitions of the teachers of 1848, but the fall of the Empire in 1918 was immediately followed by an educational administration that gave the profession what it craved.

In England things were not quite so bad, but when I was a youngster I used to hear gruesome stories of extra school duties, and of teachers having to use "the tradesmen's entrance" when they called on the vicar on school or church business.

While all this sounds not unnatural in the case of the old-fashioned elementary teachers, it is a little startling to find secondary teachers of good standing confessing that when they are on vacation they like to establish themselves well in the good graces of a company before letting it be known that they are schoolmasters. I have heard such confessions so frequently on my travels, even within the past half a dozen years, that I feel there must be something in it. And yet I cannot but think, that underlying this state of mind there is something not quite right. It seems to me, that the men must be supersensitive, and must read into the situation elements that are not there. When we catch a schoolmaster writing about the social standing of his profession, we can scarcely expect him to be quite free from self-consciousness. So it is well to take an anonymous case. This book is called "The Trials and Travels of a Dominie," appeared about half a century ago, and is written with a certain studied restraint. I select a passage that has a very direct bearing on the social side.

"While young and full of hope, I met at a seaside town, where I was passing my holidays, a woman whom I loved, and fain would have made my wife. I saw her to be fair, and thought that she was true, and she said that she loved me, and would ever love me: but she lied. For when it was told her that I was only a dominie—that the work of my life was to whip and scold boys—she killed the young love in her heart. Ah! that she could have bid mine die as easily. And then she married a subaltern officer, about whose gentility Mrs. Grundy made no question. It is too commonplace a story to interest the reader, and I will not dwell upon it."

Poor dominie! It is all over now, and your successors have less to fear from the subalterns. But they have still their own troubles, though they are more belligerent in stating them. Dr. Alington's "Schoolmaster's Apology," dashed off in a couple of weeks or so, breathes a note of defiant cheerfulness, even though it was written before he attained the arch-episcopal chair of education at Eton.

Dr. J. H. E. Crees in his "Didascalus Patiens" has a good deal to complain about, but he does it in a dominating way. There is no trace here of that thing called now an inferiority complex. Schoolmasters may still demand justice, but to-day's protests from the nobler sort have no whine in them.

But not all of the writers of to-day who treat of the schoolmaster's lot, rise to this defence by attack. Those who are not themselves schoolfolk, have grim things to say, but they say them sympathetically. A really startling indictment of this kind is provided by Mr. Hugh Walpole—who knows what he describes—in his powerful school-life presentation called "Mr. Perrin and Mr. Trail." The significant quotation on the title page runs:

"The way here also was very wearisome through dirt and shabbiness: nor was there on all this ground so much as one inn or victualling house wherein to refresh the feebler sort." *Pilgrim's Progress.*

This is a fitting prelude to an account of life at one of the smaller and less well staffed and equipped public schools:

"Places where the men are underpaid, with no prospects, herded together, all of them hating each other, wanting, perhaps, towards the end of the session, to cut each other's throats."

Mr. S. P. B. Mais in his "Interlude," gives an equally dispiriting picture in the description he supplies of the first masters' meeting after the vacation:

"These men had eliminated every spark of ambition: they were all underpaid, and looked it: there was lacking any tenacity of purpose, any of that eager-eyed vigour which characterized those who were born to lead: the profession of Orbilius had been throughout the ages despised and looked upon as not at all the thing for men of talent or intellectual attainments, and those who practised it had been content to have it so. And yet these men in their day had been scholars of their colleges, 'firsts' in 'Greats,' full of promise: the school had sucked them

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dry, and they had run their course with no hope of anything in the future save a quite inadequate pension when they were too old for work."

Didasculus Patiens does not even give him that inadequate pension. After a rather sympathetic account of the typical assistant master's qualities, he concludes:

"So he stands austerely aloof, hiding both his poverty and his parts beneath a bushel. He struggles manfully on, a fitting impersonation of Juvenal's shivering integrity, though you never catch his teeth chattering. He is as some would say, a helot who may not get drunk.

"And what is his reward? A tea-service or an illuminated address in process of years, a purse of gold even. Possibly too, when his years lie heavy upon him, the bowstring, or 'the sack' on the accession of a new headmaster, but never a pension, and rarely a salary ample enough to compensate for the absence of a pension. Our profession knows much of unregarded age in corners thrown, and many a stalwart warrior must still, like Adam, look for comfort to Him that providently caters for the sparrow."

On this dignified if sad note we may well sign off. The comfort is that we are listening to a protest from within, not to a satire from without.

The First School Certificate Examination

By B. C. WALLIS, B.Sc.

THE standard required to pass the First School Certificate Examination has been variously described. It has been said that an average pupil who works through the four years' course with average diligence at an average secondary school should gain a certificate. Sometimes the word "ordinary" is used instead of "average," with the notion that the pupil need not possess out-of-the-ordinary ability, need not be "crammed" or "prepared" with out-of-the-ordinary skill, and so on. The situation is also described by the statement that the pupil should take the examination "in his stride." Whatever words are used really seems immaterial, for, since 1922, roughly two pupils out of three have been successful, despite an increase of 25 per cent in the number of candidates.

Apparently, then, the standard has fixed itself. This uniformity, however, refers to the sum total for the several examining bodies who confer these certificates, and two questions are left unanswered. Does the 65 per cent standard apply uniformly in London and in Cambridge? Is a 65 per cent standard too high or too low? The statistics in the annual reports of the Board of Education, on which the figures in this article are based, do not provide material for an answer to the first question. The answer to the second question is a matter of opinion and should be provided by those who grant the certificate; it is assuredly not a matter which the examiners individually, or collectively, should settle. Yet, in actual fact, the standard is determined by the examiners; and, indeed, by a section of the examiners. Practically every candidate takes English, and the proportion who "pass" in English settles almost precisely the proportion who gain certificates. The decisions of the examiners in English "control" the examination.

The number of candidates examined has increased from roundly 43,000 in 1922, to 56,000 in 1927. What is the general standard of ability of these examinees in comparison with the rest of the pupils of their ages? In a rough-and-ready manner their relative capacity may be gauged. Within greater London there are roughly from 50,000 to 60,000 pupils aged 15 to 16, so that the examinees, roughly, form less than 20 per cent of the possible number of pupils who might be examined. And they are the "best 20 per cent"; they are a selected group. From the point of view of the examination to which they have been submitted they are super-normal pupils, pupils above the average for their age. Assuming that the examination is a method of demonstrating the rightness of the selection which has occurred, the situation may be approximately interpreted thus: the First General School Certificate labels its possessor as one of the best 14 per cent in general ability of the pupils of the country. If the selective processes are functioning with greater skill, if the work of the education authorities since 1922 has improved the quality of the "material" supplied to the secondary schools, then there is no reason that the standard should have remained constant at the best one in seven; and there is probably no reason that it should not, in time, become the best one in five, or even the best one in three. The numbers in the secondary schools increase, more pupils proportionately are tested, why should not progression happen and more, proportionately, "pass"? A constant proportion of "passes" to "entries" is probably unsatisfactory since it means that as the selection is improved, as teaching improves, so the examiners in English are raising the standard. All this suggests that the system which leaves the fixation of the standard to a few examiners is unsatisfactory; more of this, anon! If the aim of the examination is to label a number of pupils with the endorsement that they have reasonably profited by attendance at a secondary school, it may be argued that the system has not achieved its aim with reasonable precision. Surely more than two-thirds of the "best fifth" of each age group of pupils possess a satisfactory degree of general ability!

A definite criterion of the success of any system of measuring general ability, or "examining," is that within the examination the partial results which contribute to the whole should be harmonious or should "correlate." The "crammer" relies in large measure for his success upon his knowledge of the idiosyncracies of different examining authorities, and so long as experienced teachers think that Tom Brown is more likely to pass the "Lonbridge" than the "Oxham" examination, so long will the opinion be held that the several authorities act in disharmony. The prevalent impression of disharmony, however, is deeper-seated; many teachers have voiced the opinion, "I wish the pupils were taking the 'X' papers for 'Lonbridge' and the 'Y' papers for 'Oxham'"; others would rather "prepare" for one examination than the other; and these prejudices are not entirely irrational, they are based upon experience and are justified by results.

The disharmony is, however, even more marked in a general way. The general statistics for the country as a whole indicate a degree of disharmony which almost justifies the verdict that the whole complicated machinery is useless; the results are meaningless in regard to a large proportion of the candidates.

The criterion of harmony applies to the relation of the subjects of the examination to each other and to the result as a whole. In a broad way the examination is confined to the subjects English, history, geography, French, mathematics. The other subjects may be omitted from consideration since none is taken by half the candidates, while geography, the least popular of the specified five, is taken by at least 70 per cent of the candidates. The official statistics give the facts concerning "passes with credit" for the years 1922, 1924, 1926, 1927. In English, the "dominant subject," while the numbers of candidates who took the subject (99 per cent of the total entries) rose from 43,000 to 55,000, the percentage of passes with credit were in these years 62, 62, 62, 61—an almost

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uniform proportion. Let this be adopted as a standard of comparison. Roughly, all the candidates were tested in "general ability" as it was demonstrable in the medium of "English," and three out of five of them uniformly achieved "credit." Roughly, 90 per cent of the entrants offered history; their percentage "credits" were 48, 49, 45, 42. Round about 70 per cent of the entrants took geography; their percentage "credits" were 49, 43, 42, 48. These results in somewhat similar subjects to "English" are definitely discordant. Nearly all the entrants took the French papers; their percentage "credits" were 56, 49, 50, 48. In mathematics, nearly as popular a subject as French, the percentage "credits" were 51, 49, 48, 53. Obviously, on the basis of uniformity suggested by the English results, all these results lack harmony as between year and year, and, also, as between subject and subject.

It may be assumed that in the large number of 50,000 candidates, these degrees of difference in ability do not occur, there is no evidence of uniform variation. There is little doubt that the discordance is not due to the candidates, or to the schools taken in the mass. The cause of the discordance lies elsewhere: in all probability the examiners are set an impossible task. They are required to maintain inviolate a standard of performance despite all the multitudinous causes of variation.

Let it be conceded, then, that a candidate for a First School Certificate raises or lowers his chances of success by taking the examination in one year instead of another, by applying to one examining body rather than another, by submitting one set of subjects in place of another set. Let it be noted, also, that the variations are a matter of immediate concern on each occasion to, possibly, 5,000 candidates, and the difficulty of the situation becomes apparent. The parent and the State are buying a certain product; whatever may be said concerning the quality of the education for which they pay, it is, at least, certain that the fee they pay for the "hall-mark" does not guarantee the integrity of the label.

Some attempt at an analysis of the causes of these fluctuations in quality is desirable. Let it be assumed that, year in, year out, the performances of 50,000 pupils will tend to be constant. Their abilities vary in degree, but the distribution of these several degrees will be of roughly the same constant pattern. The remainder of the factors in the situation are all variables.

First, the syllabus of the examination. Whatever the phrases used in the regulations may be, the purpose of the examination determines that the syllabus shall be the subject matter of a course in the subject at a reasonably proficient secondary school. The purpose of the examination emphasizes the average type of instruction and precludes "fads," "specialized courses," out-of-the-ordinary treatment of any kind, and, moreover, precludes the possibility that the examination shall be used to foster any particular style of teaching or to "ginger up" the study of the subject. In this regard the examination follows the schools and does not lead them. Otherwise the pupil is tested under a handicap due to the chance that the examiner and the teacher have divergent views. The syllabus is pre-eminently ordinary, so ordinary that a reasonably diligent pupil can master it in his stride.

Next, comes the actual paper set. It is required of the examiner that he should give the candidates the fullest possible opportunities to demonstrate their powers. It is a merit that the paper should appear "groovy" to the teacher, a stale repetition of the formal work of the classroom; it will be "fresh" enough for the candidates. In an ordinary course the teacher—a pedestrian in the profession—can only deal with so many points; the paper must confine its attention to those points and preserve a sane balance among them. A question is a good question when it is readily conceded to be within the powers of a poorish candidate. Above all the questions should not be framed in the spirit that they deal with matters which the candidates *ought* to know, or with methods which the candidates *ought* to use. Both matter and methods are those with which the reasonably diligent ordinary pupil is familiar; the test lies in the ability with which he displays his familiarity, in the consistency which persists throughout his work. Since it is a matter of little importance in relation to the certificate sought, whether a candidate scores the maximum mark or scores just sufficient definitely to pass "with credit," the examiner is not required to set such a paper as will enable him to differentiate by order of merit between individual candidates in competition with each other: the success of nine other candidates from the same school has no important bearing upon the placing of the tenth pupil from that school. The paper is not intended to display the erudition, the up-to-dateness, or any other esoteric quality of the examiner, or of the candidates, or of the teaching in any school or schools.

Granted a reasonable attempt to interpret the work in the schools by a sane and well balanced paper, it may be assumed that the performances of the candidates will be of constant merit distributed in a constant fashion from year to year. This assumption of constancy of performance must be made unless there be evidence from sources external to the examination that the quality of the candidates has altered. It is highly probable that in the period of six years (1922-1927) the quality of the candidates had improved although the percentages quoted above suggest in some respects deterioration.

It is time to consider the marking of the papers, the assessment of this roughly constant distribution of ability. For each subject there are as many teams of examiners as there are authorities; each team of examiners includes from seven to twenty-four individuals of whom probably two are senior examiners. All these examiners are qualified by reason of their knowledge of the subject and of their trained power to detect that quality of an answer which will "just pass." The twenty or so examiners may diverge in their assessments, and the two senior examiners are charged with a dual responsibility—the preservation of a fixed standard for a "pass" from year to year, and the obligation to eliminate the chance divergences of the other examiners. In actual practice this responsibility is forced upon the senior examiners by existing circumstances, and puts unnecessary limitations upon the examiners individually. The work of marking the scripts of the candidates is a break-neck operation carried through in a specified time, and the consequent tabulation of results for notification to the schools, &c., is an equally rapid business. Consequently the "pass-mark" is determined either before the marking is begun or before many scripts have been marked. For example, the maximum for a paper might be 500 and the "pass-mark" either 200 or 250. The examiners are limited by the constant dread that whenever the total mark lies close to the pass-mark, they must be prepared to justify the difference between the score and the pass-mark. The net result of these circumstances is that the examiners commonly fail to make use of their opportunities; their marks per question range in monotonous regularity in close proximity to the pass-mark; if the pass-mark on a question is thirteen, then most of the marks are recorded between eight and eighteen, though the possible range of marks is from nought to thirty. High marks and low marks are "taboo," for fear that in the last batches of scripts there may appear work which is out of the ordinary either in its quality or its futility. This habitual limitation is sometimes justified on the ground that "ability tends to pack towards the mean." Such an attempted justification ignores the facts of the case. Ability ranges near the mean when the candidates considered are a large group of unselected pupils, a random selection of pupils throughout an age group, but school certificate candidates are a selected group, probably the "best 20 per cent" of their age group, with the result that any packing towards the mean

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is a grotesque travesty of the way in which their ability is distributed.

It is a fundamental condition of adequate examining that the distribution of marks should be closely related to the known *a priori* distribution of ability among the candidates. Some distortion is inevitable, but the distortion should be of minimum dimensions. The distortion consequent upon the failure to use the whole possible range of marks is considerable and yields a distribution of marks which is quite an inadequate measure of the ability tested.

The prime cause of this distortion should be removed. The examiner should not know the pass-mark, the authority should predetermine that a fixed percentage of candidates shall receive certificates and, by implication, that a fixed percentage of candidates shall reach the "credit-standard" per subject. The examiners will then range their marks between a zero for the worst work and a maximum for the best work actually submitted.

At present the marks scored by the candidates are sometimes sent to the schools. They are of little use since there is no constant relation between X marks in subject A, and Y marks in subject B, or between X marks in subject A in 1922 and in 1924.

Finally, attention may be directed to the conditions for the award of certificates. The compensations introduced whereby high quality work in one subject balances low quality work in another subject are very slight. The certificate is general in conception; if it be assumed that general ability is equally likely to manifest itself in subject A as in subject B, then it may be pointed out that the range of general ability of the "best fifth" is such that a maximum in A is not necessarily incompatible with a zero in B. Further, the secondary school course is general, not specific, so that it is difficult to draw a line and say that a pupil who makes little or no progress in one or other subject has not been reasonably diligent at school. Life is equally a many-sided business with variant opportunities for the display of ability, and does not usually demand a constant equality of performance in all directions. It would seem, therefore, desirable to award the certificate upon the average performance of the pupil on X papers, so that there is a "carry-over" from the best work towards compensating for the worst. This would mean that the scores should be added and the certificate given on the grand total scored. Were this done at the same time as it was decided that certificates should be given to the best percentage of the candidates, then the examination would cease to be a comparison of the pupils against a fluctuating, illusive, and ill-defined pass-standard, and become a competition for places in an order of merit. The present discord would tend to disappear after such a change. A word of warning is required. It must not be supposed that the competitive examination here suggested would approach in stringency the competitive examinations instituted for entrance into secondary schools. Finding the top 16 per cent of some thousand candidates in order that they may be rewarded is altogether a different competition from finding the bottom 16 per cent of greater numbers of candidates in order that they may not receive a certificate.

By way of summarising the situation the following tentative suggestions may be made:

1. It is time that the first general school examination should be freed from the shackles due to its origin in the prescribed standard of admission to a university. The new examination is primarily an end, a record of work done, rather than a promise of capacity to proceed to more advanced studies.

2. The examiners should be freed from the necessity to fix and maintain a pass standard.

3. Certificates should be awarded on the average score per subject.

4. Until the present disharmony disappears the whole proceedings are a waste of time, energy, and money.

5. A common uniform system under the charge of a dictator is, probably, the solution of the difficulty.

The Public Library and the School

CO-OPERATION BETWEEN SCHOOL LIBRARIES AND JUNIOR LIBRARIES

By CHARLES NOWELL, City Librarian, Coventry

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The books are principally for home reading, with a few reference books displayed mainly to give children some knowledge of the use of encyclopaedias, one-volume dictionaries, and such books as *Whitaker's Almanack* and *Who's Who*. The bookcases are placed round the walls, the floor space being taken up with chairs and small round tables, on which suitable periodicals are displayed.

Generally, children are allowed to borrow books as soon as they can get written permission from parent and teacher. The teacher's recommendation gives the teacher himself the information that the child is anxious to join, and provides the librarian with the knowledge that the teacher thinks the child will benefit by that privilege being granted. The teacher is not held responsible in any way, of course, for the books borrowed.

As a rule there are no age limits, and the child is allowed to transfer to the senior library when he so wishes; but the gap between the junior library and the adult library—for a gap undoubtedly exists—is sometimes bridged by the provision of an intermediate collection: in the junior library a selection of "Books for older boys and girls"; in the adult library, "Some intermediate books for general reading." Library lessons in school hours are also arranged occasionally, but these, to be really effective, should be definitely included in the school curriculum, and deal thoroughly with the care and use of books, reference books and their use, the classification and cataloguing of books, reading, summarizing, notetaking, &c.

To attract the school-leaver a personal letter is sometimes sent, with which is enclosed a ticket permitting him, without any further formality, to borrow books at once from any of the adult home-reading libraries. All the libraries should, of course, be administered on the open-access system. This, in brief, is the chain of book service for home reading which the modern public library gives the reader throughout his life.

School libraries are administered in various ways: stationary collections in each school; or part stationary and part travelling collections; or, lastly, a supply of books from a central store, changed at regular intervals. This I regard, under the present financial conditions, as the most efficient method.

The stationary library can only be successful if con-

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trolled by a teacher-librarian—a duly qualified teacher with some knowledge of librarianship, working in close co-operation with the local public librarian. I regard this provision of a teacher-librarian as the only satisfactory basis for any school library. She should be keenly interested in the development of the library as a force permeating the whole school, and have equal status with the rest of the teaching staff (it is worth noting that in the small pamphlet recently issued by the Board of Education* the emphasis throughout is laid upon the librarian). She should be able and eager to take her part in all school activities and share the common interests; she should have a wide knowledge of books and of other sources of material of value to the school. She should be able to direct reference work, control (by selection) the general reading of the pupils, aid teachers in their search for suitable material, and, in general, be the specialist in her job and be recognized as such. Not until this is acknowledged will any real progress be made.

But the separate library is but a dream for primary schools in England at present, and all the schemes in existence in this country are but modest attempts to get the child and the book together.

There are two obvious disadvantages to the central store scheme. One is the general lack of book accommodation in the schools, the other is the fact that few central book stores have a sufficient number of copies of individual books to guarantee to each school an adequate supply of copies of the really indispensable works.

The school libraries should be designed to provide suitable books for general reading from the age at which most boys and girls begin to appreciate long stories and complete books—roughly, from 8 or 9 years of age. The books should, therefore, be almost wholly stories, fiction of the ordinary type, fairy tales and such-like romances, school tales, adventure stories, historical romances, and animal stories.

The central store should possess also a thoroughly representative collection of books on all subjects likely to interest boys and girls, sufficiently large to meet the demand (which, it is expected, will be quite limited) for books on subjects relating to science, the arts, history and travel; hobbies, games, or other outdoor and indoor pursuits, &c. The strength of the collection, however, will prove to be in its circulation of wholesome and easily read books, with the one idea of getting children into the reading and borrowing habit, using books that are decently printed, reasonably well illustrated, and adequate in every way to develop the mind of the reader, as well as his ability to read.

If the part-stationary part-travelling scheme is adopted, the part-stationary collection should consist of a relatively small number of titles, each of which would be represented by several copies. It would contain in the main the great books in literature which make a definite appeal to children, beginning with such titles as "Alice in Wonderland" and "Water Babies," with more modern books like "Peter Pan in Kensington Gardens," "The Wind in the Willows," "Winnie the Pooh," and leading on to "Silas Marner," "Ivanhoe," "Emma," and similar books which, in my opinion, every child should have the opportunity to read, an opportunity which, I suggest, can only be given through the school library. By the provision of such a basic stock as a permanent school library every child can become acquainted with many of the great books in literature, but only if sufficient copies of each title were available. The temporary stock (from the central store) of more popular titles would be selected by the teacher-librarian, who would in that way keep the school library up to date, always with something new and fresh in it to retain the interest of the children.

In this case it is with the non-fiction books particularly that the travelling section will be successful, and this will offer ample scope for the development of each child's individual tastes and desires.

The most economical method possible to-day, however, is the system of boxes of books from a central store, the supply being changed for each term. It is the best because it ensures the maximum service for each volume in stock, the books have a longer life because they are regularly examined at headquarters; no school has any dead stock; every book is being used.

But this scheme, in turn, depends for success upon the expert supervision at headquarters, which can only be given by a trained librarian, and in many towns to-day the school library system is successfully administered in this way by the public libraries committee and financed (either wholly or mainly) by the education committee.

With such a system of school libraries supplying every child from 9 plus, the junior department of the public library should be deliberately designed to supplement this service, for those who derive most benefit from the junior library are those who have attained, in some degree at least, the *reading habit*, and, by constant use of the junior library will gradually acquire what is quite as important, the *library habit*. The junior library, therefore, can be restricted ultimately to selected readers, and the restriction should be entirely by the books available. In the junior library which is designed to supplement an adequate school library service, therefore, the general standard of selection will be higher, there will be a greater preponderance of recognized literature, and the non-fiction section will be more representative.

The issue of books to the scholars from the school libraries is best done by senior scholars who are appointed as school or class librarians. This leaves each child with a certain freedom of choice, for even in class work it is recognized that to produce a real reader the teacher has to subordinate his teaching as much as possible to the child's natural desires and tastes. Sir Henry Miers has said: "Any suggestions or advice which come from a teacher are not to be compared with the fascination and interest of what is discovered by the child himself on the library shelves. . . . To have discovered a book for one's self and to have found one's own literary treasures is one of the most stimulating experiences in early life. Nothing can positively create an early love for books so much as for a child to have a free run of a library and to make its own discoveries."

I have just referred to the *library* habit as being quite as important as the *reading* habit. There are those to-day who look upon school libraries and junior libraries as alternative methods for a particular service, which, they say, is bringing the child and the book together. If the junior library only stood for this, then obviously it is far too expensive, for a junior library cannot successfully cope with more than one thousand readers.

Even if all primary schools were to have, as I think they ought to have, a separate room known and used solely as a library, with a trained teacher-librarian in charge, there would still be the need for a junior library free from all possible restrictive influence. There is a greater chance for those with alert minds in the freedom of the junior library, and to roam at leisure in a well-selected library must be an education in itself.

This, it seems to me therefore, is the best way to get children to love books. They may read a little of many subjects, but variety adds spice to life, especially when we are young. This freedom of choice familiarizes the child with the idea of a library, introduces him to a wide range of books which he could not otherwise conceive, and the chances are greatly increased that he will continue to use the libraries during his adolescent and adult life for that complete trinity of interests in books—information, recreation, and inspiration. In this scheme the child will find his own level in a library which is fairly good even at its lowest. In a phrase, therefore, libraries stand for

(*Continued on page* 304)

* "Memorandum on Libraries in State-Aided Secondary Schools in England," Pamphlet No. 51

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" self-development in an atmosphere of freedom." This the school library cannot give. The school is a place known, and respected, of course, for its discipline and control. The selection made by each child from the school library is, therefore, to some extent at least, controlled either consciously on the part of the teacher, or sub-consciously on the part of the child, and the selection is, moreover, from what is bound to be a very limited stock of books.

I believe in this unfettered choice so much that I disagree with any suggestion that the children's librarian in the junior library should be responsible for such work. The children's librarian (always a woman, by the way) should never interfere with the reader's personal choice. She is there to answer questions, of course, and is thus able to suggest possible avenues of discovery, but if she is wise she will always leave the actual discovery to the boy himself. She will stimulate interest by displaying books and occasional lists (very short lists, with descriptive notes) on subjects of the moment, and of the greatest moment. She should never have so many readers that she cannot remember their faces at least. Rather she should be able to remember, in a general sort of way, the likes and dislikes revealed by each child's selections from the shelves. The success of the junior library depends just as much upon the librarian-in-charge as does the school library upon the teacher-librarian.

I am quite ready to admit that it is an idle dream to expect every child to continue reading to the same extent after school as he did between the ages of 10 and 14. Then he had the habit developed by watching and copying his friends; they used the library; so would he. Then the glamour of a new accomplishment was upon him, and a new world outside his immediate locality had been opened before his eyes. At 14, or thereabouts, he is plunged into the totally new world of labour; his mind is fairly full of that, and, if his work does not call for further study, his reading habits are only too often reduced to an occasional glance at a daily newspaper, or something far worse.

And it is principally because the habit of reading contributes so much to the amenities of life that I so strongly urge the importance of a thorough training in, and the fullest opportunity for, reading worth while-books. Up to 11 years of age, then, or thereabouts, the school libraries should supply the complete service for which a demand does exist or can be created.

But the junior library stands for more than the reading habit. It is not sufficient to give the boy a love of books; he should have the knowledge of where and how those books can be obtained. And unless the training and practice given by the school and the school library is linked very definitely with the public libraries (which after all is the only source from which the majority of readers can draw their supplies) the best aid to reading, the *library* habit, is lost. We cannot give scholars the library habit by limiting their knowledge of what a library is to a room, however well-equipped, which they will cease to use when they leave school. It is most important that the child should become acquainted early in life with a large collection of books arranged systematically, which he will be able to use all his life, over and above the collection he will always associate with his schooldays. The printed word is *the* vehicle for the world's thought, and the ability to make a judicious selection for one's own personal use must be reckoned as one of the greatest assets in this business we call life.

Personal Paragraphs

FOR some years it has seemed as though Trinity College, Dublin, were earning again her soubriquet of " the silent sister " of Oxford and Cambridge. But the stigma, if it be a stigma, has been removed by the publication of two works of first-class importance. Prof. H. S. Macran has completed his brilliant exposition of Hegel's " Subjective Logic," possibly the best of all the many commentaries on his absolute idealism; and the late Archbishop Bernard's long-expected commentary on St. John's Gospel is also published. It is a work of admirable scholarship, taking, as might have been expected, a somewhat conservative view. Trinity College has also honoured modern literature by the conferring of honorary degrees upon Mr. John Galsworthy and Mr. George Russell.

* * *

DR. WILLIAM EDWARDS, whose death was recently reported, had spent fifty-three years in the work of theological education in Wales, and retired from the Principalship of the South Wales Baptist College, Cardiff, in January, 1925. He was the first student from Welsh Baptist Colleges to take the B.A. degree of the University of London. A student at Regent's Park College, London, he became tutor at Haverfordwest College in 1870 and Principal of the Theological College, Pontypool, in 1880. Later the College was removed to Cardiff. He formed the Welsh Baptist Sunday School Union and the Welsh Baptist Historical Society. In 1906 he was President of the Baptist Union of Wales. He took a keen interest in the development of the University of Wales, was Dean of its Faculty of Theology from 1913 to 1916, and received its honorary degree of Doctor of Laws in 1925.

* * *

AT the last meeting of the Standing Committee of the Universities Bureau of the British Empire, the following resolution was unanimously passed in tribute to the late secretary, Dr. Alex Hill, Master of Downing College, Cambridge from 1888 to 1907, and Principal and Vice-President of University College, Southampton, who died on February 27 last: " That the Standing Committee record on their minutes their deep sorrow for the death of Dr. Alex Hill, secretary of the Universities Bureau, and their admiring gratitude for the long and devoted service which he rendered to the Committee and to the Universities of the Empire. Called suddenly, on the death of Dr. R. D. Roberts, to assume the duty of organizing the First Universities Congress in 1912, and of the Bureau established by it to carry on its work and to furnish a channel of free academic communication in the intervals of its meetings, he gave himself wholeheartedly to promoting the usefulness of the Bureau, and making it effective for its Imperial purpose. The production of the Universities 'Yearbook,' the organization of successive Imperial and National University Congresses and Conferences, the manifold war activities in which the universities were called to participate, and the promotion of inter-university relations at home and abroad, have all been indebted to his great knowledge, experience and skill for their successful accomplishment. And withal his attractive personal qualities of modesty, diligence, unselfishness and geniality of temper endeared him to his colleagues and ensured the smooth and happy working of the machinery he did much to create and develop. The members of the Committee in parting with Dr. Alex Hill realize that they have in him lost a most capable and unwearied colleague and a highly valued counsellor and friend."

* * *

THE Rev. C. F. Russell has succeeded Mr. H. Craddock Watson, who has retired after twenty-six years' service as Headmaster of Merchant Taylors' School, Waterloo, Liverpool. Mr. Russell was educated at Liverpool College, and became a Scholar, Wrangler, and Fellow of Pembroke College, Cambridge, where he took a first-class in Part I of the Mathematical Tripos. He was an assistant master at Harrow for seven years, and has been Headmaster of King Edward VI School, Southampton, since 1918.

(*Continued on page 308*)

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MR. A. S. PRATT, at present head of the Mathematical Department of the Whitgift Grammar School, Croydon, has been appointed headmaster of King Edward VI Grammar School, Nuneaton. He is a former scholar and a wrangler of Magdalene College, Cambridge.

* * *

BY the death of the Rev. H. B. Gray, formerly Warden of Bradfield College, at the age of 77, on April 5, education has lost another of the great headmasters of former days. Educated at Winchester College, where he was familiarly known as the "pocket Hercules," and at Queen's College, Oxford, where he obtained a first class in Classical Mods. and a second in Lit. Hum., he became an assistant master under Dr. Scott at Westminster. Three years later, in 1878, he was appointed Headmaster of Louth Grammar School, and in 1880 he accepted the offer of the headmastership of St. Andrew's College, Bradfield, at a time when the financial position of the College was precarious, and its general conditions deplorable. When the crisis came, Dr. Gray, a born organizer, was made Warden and Head of the Council. Under his capable and forceful guidance a new era set in, difficulties were surmounted one by one, and a most remarkable development of the school was set in progress. The College grew steadily in numbers and in reputation, and became one of the leading schools of the country. Among the many developments he inaugurated perhaps the most startling was that of the production of Greek plays. Dr. Gray with the help of the boys converted an old chalkpit into a Greek theatre, and in 1880 Bradfield produced its first open-air Greek play under conditions exactly similar to those of ancient times. As a headmaster of rare ability, Dr. Gray earned the love and esteem of all connected with the College. Never with an idle moment, he was always eager for new enterprise, and he was a master of every detail in all the phases of college life and organization. He resigned the wardenship in 1910 and for a time ran an educational ranch in Alberta, Canada, where "unbookish" boys were trained. Later he returned to England as Vicar of St. Mary's, Bury St. Edmunds, a living which he exchanged in 1926 for that of Lynton, Devonshire. He was a member of the Moseley Commission, and his views on education were expressed in his publications, "The Public Schools and the Empire," "Eclipse or Education," and "Industrial Education in America." He was a remarkable and outstanding man.

* * *

MISS G. E. M. JEBB, Lecturer in Economics at Armstrong College, University of Durham, has been appointed Principal of Bedford College. She will take up office on the retirement of Miss M. J. Tuke at the end of December next.

ONLOOKER.

Correspondence

EDUCATION AFTER THE ELECTION

There are signs that educational questions will play an important part in the coming electoral contest. Most thinking people are agreed that the time is ripe for a great educational advance, and it is stated in many quarters that a progressive policy may be expected from whatever party is returned to power. But one thing is certain. Reforms in our present system, if they are to be of much use, will cost money, perhaps a great deal of money. Hence the real test to be applied to candidates is: "Are you prepared, if returned, to spend a larger proportion of the national income upon education?"

Some of us are very anxious to know whether any serious attempt will be made to effect reorganization on the lines of the Hadow Report. And by this we do not mean the kind of reorganization which picks out of the Hadow Report little bits not involving much expenditure. The main question is: Are we going to reorganize our secondary education and make it a really national system? Are we prepared to take say, 75 per cent of the school population at the age of 11 plus and educate *all* of them up to the age of 15 (and presently 16) under conditions not inferior to those obtaining, in the secondary schools now in existence? That is a great and far-reaching programme, but it would win the hearty assent of all the best elements in the country. Of course, its realization would take time, but a beginning could be made by a declaration that the school-leaving age shall be raised to 15 in three years. During that three years it would be necessary to undertake a considerable building programme, so the first duty of the new Chancellor of the Exchequer would be to provide a special grant for this purpose. Incidentally, this would help to solve the unemployment problem so far as the building trade is concerned.

As to the character of the new schools to be built, there should be plenty of variety. Readers of this *Journal* will know that it has viewed with considerable favour the proposal to set up what have been called "omnibus schools." *The Times Educational Supplement* published on March 30 last a very striking article on this subject, in which it was pointed out that although the Hadow Report declared in favour of separate schools, schools with either an "academic" or a "practical" bias, the recent correspondence between the President and the Headmistresses seemed to make it clear that *both* were in favour of the multi-biased school. I sincerely hope that *The Times* is right in this conclusion, though I have some doubt as to whether Lord Eustace Percy would confirm it as his own view. The article goes on to point out, quite rightly, that it would be difficult to turn existing secondary schools into multi-biased schools by an addition of staff. But that is no reason why some entirely new schools should not be set up on these lines, as an experiment. I hope that the new Education Minister will decide to establish, say, fifty of these, with a minimum of 600 pupils each, in different parts of the country. Every one of these schools should be well equipped for practical work, and should have an academic side as well, though in some of the schools this might be small. Every school should have good playing fields, and, of course, the staffs should be paid on the secondary Burnham Scale.

My view is that this type of school would in the end predominate, but, together with its establishment, the existing central schools should be gradually improved so as to bring them into line, so far as general amenities are concerned with existing secondary schools. They would, no doubt, continue to have a technical or commercial bias, but their classes would be reduced so as not to exceed thirty, and with a gradual improvement in the qualifications of the staffs would come a gradual levelling-up of salaries to the secondary standard. Any further reorganization of the "over-elevens" in the primary schools should be looked upon as temporary in character, and undertaken only until circumstances permit a definite break in school life and transfer to another building at the critical age of 11 plus.

This would not, however, exhaust the programme of a progressive Minister. The size of classes in all primary schools should be reduced to forty within a short period, and no more uncertificated or supplementary teachers should be appointed after August 1, 1930. All schools, and especially primary schools, should have adequate playing field accommodation. In order to make the fullest use of expert opinion, the powers and constitution of the Consultative Committee should be revised. Teachers' organizations should have the right to elect members, and the Committee should be allowed to initiate proposals as well as to examine and report on matters submitted from above.

Many more things could be mentioned, but these will do to go on with.

CUSTOS.

ART APPRECIATION IN THE SCHOOLS

In the April issue of *The Journal*, Mr. W. N. Hills writes very interestingly on this subject. He propounds the theory that art instruction should have three aims, and places them in the following order of merit:

(*Continued on page* 310)

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1. Power to appreciate.
2. Power to handle.
3. Power "in a utilitarian manner."

I raise no objection to any of these but only to the order of preponderance. It seems to me that his scheme is greatly overweighted in favour of appreciation. His complaint seems to be that pupils execute the lessons in object drawing "listlessly." If this be so, I can only say that the teacher is somewhere at fault in failing to raise interest in the work in hand. But is it to be supposed that "listlessness" will disappear, under like conditions, when the pupil is merely called upon to listen to "lectures" on appreciation, whether in school or art gallery? The actual exercise of "handling" has at least the great advantage of being active, whereas the listening becomes purely passive, and may much more easily become listless.

It may be interesting to quote two recent views by experienced teachers. The High Master of Manchester Grammar School is reported in the *Manchester Guardian* of February 21 as saying, when discussing the question of "handling," or craft work: "He thought the great majority of people would vote to-day for the extension of education for all children to the age of 15, but the thing which made educationists pause before voting for it, was the question of what was going to be given to the children if they remained until they were 15. Unfortunately there was a tendency among teachers to look upon education in craftsmanship as something on a lower level than 'applied' and book learning.

"At present there is a struggle going on as to whether we in the secondary schools shall admit learning through the hand, through craft work, to an equal degree with learning through the book. The majority of schoolmasters were prejudiced against it. They were willing, as it were, to make concessions as a sort of sop to the poor boy who could not do the work of the book, but they were still emphatic that it was not really the same thing as the education a boy received through the book. The education in craft, however, was the type he was most keen on seeing extended in the secondary schools. He wanted to give it an equal dignity with the work of books. The main thing in education was to get the boy interested in his work, to put his heart in it, and not regard it merely as a task, but as something of which he sees the purpose."

Writing in *Nash's Magazine* for April, Mr. R. Y. Gleadowe, Slade Professor in the University of Oxford, makes the statement given below on the question of "appreciation" which is not without significant warning. "But the movement for 'appreciation' is not to be welcomed without scrutiny. Like other beneficent movements it has its dangers. There is a risk that, in view of the extreme efficiency with which herd-opinion can be moulded by broadcasting, the Press, publicity, and other methods of mass-suggestion, artistic judgment may be rather blunted, and even atrophied, than developed, and the suggestibility of mankind exploited to produce a dead level of stereotyped criticism imposed by a few ambitious or interested minds.

"Such conventional opinion would, from its nature and origin, almost certainly be wrong; appreciation might then become still more a matter of passing fashion than it already is; and what small remnant is left here and there of robust good sense, traditional or personal, in matters of form might finally give way to a uniformly modish and ephemeral 'higher' criticism. Especially is this likely to happen if the ease and cheapness with which good reproductions of work of art can be obtained in the home, tend to a vicious estimate of artistic enjoyment *rather as a passive amusement than as an active pastime*. (The italics are mine.) But if we are aware of the danger there is no need for this mistake to occur. The increased familiarity with good art which is now within the reach of most of us may often act as a direct incentive to the production of the best that is in us.

"In any case the risks are slight as compared with the manifest advantages, both public and private, which would result if a reasonable appreciation of good architecture and decoration, of form and colour generally, were to be accepted as an essential part of a minimum education."

ALFRED SHUTTLEWORTH.

I think most people who have had experience of teaching art in secondary schools will agree with your correspondent, Mr. W. N. Hills, that courses of instruction in the appreciation of art should form a definite part of the curriculum in every school.

Personally, I also agree with his contention that manual dexterity in any medium should be secondary to the ability to appreciate good work. These two things, however, must be taught side by side, for actual practice in doing things must of itself lead to appreciation of what *can* be done.

Mr. Hills says, "that a formal course of preparation for examination is not quite the best way to awaken real appreciation." Again I agree, but, while the work of a secondary school is judged by its examination results, we must arrange our courses of instruction with the examination in view.

Definite instruction in "appreciation" is therefore bound to suffer from lack of time. Owing to a crowded time-table, periods for art teaching are all too short, and also the work that is done in the time allowed must be biased by the fact that the examination has to be faced.

Under present conditions the teaching of "appreciation" could be improved by increasing the number of alternative subjects in the art section of the School Certificate Examination. In addition to the study of architecture and painting, there might be included *the arts of daily life*. This subject would lead to all sorts of class discussions as to design, workmanship, and suitability of everything in our homes.

The suggestion of Mr. Hills that more visits to picture galleries should be made, is good, but is applicable only to those fortunate schools that are situated near such galleries. There are many schools in country districts that would find such visits impossible, and if any study of the schools of painting is attempted in these, it is only possible by using a collection of reproductions. This method is by no means satisfactory, especially if the object is to prepare pupils for examination.

In the study of the appreciation of architecture the country schools are more fortunate. One or more of our parish churches, castles, manor houses, or cathedrals is usually available, and these wonderful examples of our native architecture, and which is our heritage, should be made familiar to every pupil in every school.

But I would place the study of the arts of daily life even before the study of our church architecture. I am convinced that the careful study of this subject would do much to create in the future generation a desire to possess and use in their own homes things of good taste and of good craftsmanship.

If this could be done at once the next generation would demand well-planned houses, simple furniture, pottery of good shape and colour, and well-designed fabrics. Then manufacturers would realize that such things must be supplied, and as the standard of workmanship would consequently rise the circle of improved taste would be complete.

At present the difficulty of teaching this subject is very great, and is caused by the lack of examples of good craftsmanship. It is easy to find plenty of bad examples. The ideal way, of course, would be for each teacher to make his own collection—but where would he store chairs, tables, bedsteads, etc.? How many art rooms have even a small adjacent store room?

Would it be possible to interest one of the larger publishing firms in this matter? I would suggest that a central collection be made of examples of good and bad workmanship. These might be either drawn or photographed and then reproduced large enough to be used as blackboard demonstration sheets—each sheet at least 30 in. by 22 in. Two similar objects, one good, the other bad, should be shown on the same sheet.

These reproductions would form the nucleus of a teacher's collection, which could easily be supplemented by objects bought by the school, collected by the teacher, and brought by the pupils.

I feel strongly that as art teachers it should be our first aim to foster in our pupils a love of good craftsmanship and colour and to shun with horror all forms of shoddy work.

R. W. NOTT.

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Prize Competitions

The winner of the April Competition is "Beetle," *proxime accessit* "Cadwal."

The winner of the March Competition was Miss Cicely D. Brennell, 21 Green Lane, Allerton, Liverpool.

We classify the thirty-two versions received as follows:

Class I.—Beetle, Cadwal, Chardonne, St. Bride, Nosaj, Duo, D. M. E. B., Woodlea, H. S. W.

Class II.—Trina, A. K. M., V. B., Esse quam videri, J. E. M., Als ob, E. M. S, Undine, Superannuated, Leam, Cormac, Blackheath.

Class III.—Lascella, Dane, Yendu, Krampus, Borderer, Elsa, Fulguor Honoris, R. A. D., Stranger, M. T., Whiting.

PASSAGE FROM "RAYMUND," BY W. E. SÜSKIND

("Tordis," Deutsche Verlags-Anstalt, Stuttgart)

Ein paar Tage lang flackerte ein trügerisches Leben auf, es gab neue Arbeit, eine letzte Transaktion sollte alles aufs Trockene bringen. Aber dann kam Raymund eines Morgens ins Geschäft, nur um zu erfahren, der Chef sei fort, ins Ausland, nicht gerade betrügerisch, aber fahnenflüchtig, der grosse Herr habe keine Interesse mehr an seiner zusammengeschrumpften A.-G. (wie fett die beiden Buchstaben noch aussahen!)

Raymund hatte den Chef nicht wiedergesehen seit jener Nacht. Deutlich trat ihm alles wieder ins Gedächtnis, selbst eine Tanzmelodie von damals umflatterte ihn beharrlich wie eine Fliege. Nun, da der Chef entwichen war, hatte es freilich keinen Sinn mehr, zu diktieren und den Geschäften anzuhangen, und ganz unbegreiflich schien die emsige Erregung der Kollegen, all dieser fremden Gesichter hier. Warum waren die meisten verstört?—Ach so, weil sie brotlos waren. Warum einige schadenfroh und selbstgewiss?—Weil sie neue Stellungen ermittelt hatten, dreihundert Mark im Monat, mit aufgeblähten Backen! Alle aber schimpften sie und sprachen von Fahnenflucht des Chefs; als ob sie ihn gekannt hätten, so sprachen sie von ihm.

Langsam ging Raymund durch die stillstehenden Räume, in denen die Möbel knackten und die unbeschäftigten Schreibmaschinen blinkten. Ins Chefkontor trat er ein, in dieses Allerheiligste von einst, als wäre dort noch etwas zu erfassen von den entflohenen Monaten.

TRANSLATED BY "BEETLE"

For a few days there was a deceptive flicker of life, and fresh work to be done; one last deal was to set everything on its legs again. But then one morning Raymund came to business only to learn that the Chief had gone, left for abroad—not fraudulently exactly, but deserting the colours; that the great man had no further interest in his shrivelled Co. (how sleek the two letters still looked).

Raymund had not seen the Chief again since that night. Vividly it all came back into his memory; even a dance-tune, heard then, hovered persistently round him like a fly. Well, since the Chief had decamped, there was really no further sense in dictating letters and carrying on with the business; and the bustling agitation of his colleagues, of all these unfamiliar faces, seemed utterly incomprehensible. Why were most of them worried? Oh, of course, because they were out of a job. Why were some gloating and self-confident? Because they had found new posts: "Three hundred marks a month"—with cheeks puffed out. But all of them were cursing and talking about the Chief's desertion; ay, they spoke of him as though they had known him. Raymund went slowly through the still rooms where furniture creaked and idle typewriters gleamed. He passed into the Manager's office, the quondam Holy of Holies, as if something of the months that had fled might still be grasped there.

Setting a passage with a commercial flavour has quite upset the classification which we are accustomed to expect, with slight variations, from our old friends. We sympathise with their obvious preference for more literary prose.

The greater number of competitors succumbed to the *A.G.* difficulty. No doubt their dictionaries were wanting in this respect; as "Superannuated" humorously puts it, he could find nothing but *Apostel Geschichte, Acts of the Apostles*, and it could scarcely be that. No, the letters stand for *Aktien Gessellschaft, Joint Stock Company*, and a few of our learned readers knew all about it. But "Woodlea" puzzled us; he knew what it meant, so much so that he admits it in a footnote, but in the text of his translation he prefers to keep the original *A.G.* An English version should read as if it were originally written in English, and an unnecessary German abbreviation kept in destroys the illusion.

"Cadwal" sent an almost perfect version, but his rendering of the *A.G.* passage is not quite as good as "Beetle's." He puts it thus: *taking no further interest in his deflated Joint Stock Co. (how imposing the fat black initial letters still looked!)*.

"Chardonne" had two slight blemishes in his passage: *on the continent* for *ins Ausland*, which might have been excellent if the scene of the story was England, of which there is no indication; and for *A.G.—his dwindled Company L.T.D. (how those three capital letters still stood out!)*. "Chardonne" was so eager to find some capital letters that he forgot that we write *Ltd.* which would only give him one capital.

"St. Bride" boggles at the same place—(*how fat the letters J.S.C. still looked!*). She also translates *selbstgewiss* as *self-conscious* instead of *self-confident*, a slip in which she has plenty of distinguished company—"D.M.E.B.," "Esse quam videri," "J.E.M.," "Superannuated," "Lascella," "Krampus," "Borderer," "Elsa"—"Cormac" gave a rendering all his own—*a malicious sense of security*.

Some competitors found an unexpected difficulty in *Alle aber schimpften sie*, and mistook *sie* for the object, thus: *insulted them* ("Trina"), *disparaged them* ("V.B."), *abused them* ("Superannuated," "Blackheath" and "Yendu"), *All reproached her (them)* ("Elsa"), *all the rest, however, insulted them* ("Fulguor Honoris"). "Lascella" gave it correctly and colloquially, *everybody groused*.

A few translators tripped up over *all dieser fremden Gesichter hier*, which merely suggests that colleagues who usually worked elsewhere had joined the group of excited clerks. "Nosaj" says *curiously remote faces;* "Als ob," *the strange expression their faces wore;* "E. M. S. Undine," *the strange-looking faces around him;* "Borderer," *all their strangely altered faces;* "Elsa" begged the question by omitting the phrase altogether.

There were several isolated slips, which their perpetrators will discover by comparing their own version with the prize-winner's.

"Stranger," "M.T.," and "Whiting" must practise a little more; they found a few difficulties which do not exist.

We thank competitors for several kind letters: Miss Diana M. E. Barnefield for six stamps in lieu of coupon. We would point out, however, that the full price of our magazine is eightpence. Will Miss Barnefield kindly use initials or pseudonym? "Elsa" would like to get translation work and asks us how to set about it. We are so often asked, and wish we could set questioners on the right path at once. But our experience is that these things come rather by chance, although something may be done by applying and asking to be put on the lists at translation bureaus. But that kind of translation is not very attractive. Then, again, one can try foreign stories on the magazines. Care must be taken to obtain the author's consent. "Esse quam videri" need not trouble further about the lost coupon; she should have enough confidence in our sympathy and esteem for an old and valued competitor to know that we should not dream of disqualifying her attempt, because, for once, a mishap had occurred to her coupon. We are interested to hear of the connexion between the poet Rilke and the Professor of German at Edinburgh University, and we are very sorry that "St. Bride" did not get her copy of the *Journal* in time to allow

(Continued on page 314)

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See also pages 287, 315, 331 and 337

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her to compete. We are passing her letter on to the proper quarter.

We think it so kind of "H.S.W." to copy out for us that lovely Italian poem. He will be glad to know that we consider the demand for Italian sufficient to justify another try, and this language shall be set as soon as we have captured expert assistance.

A Prize of Two Guineas is offered for the best translation into English of the following passage from "Un Royaume de Dieu," by Jérôme et Jean Tharaud. (Plon-Nourrit et Cie, Paris.)

On entendit de loin leur musique. Ils arrivaient dans les blés, et au-dessus de la moisson immobile on voyait étinceler les pointes brillantes de leurs lances. Pressés sur le bord de la mare, les hommes d'un côté et les femmes de l'autre, Juifs et Juives regardaient s'avancer sur leurs petits chevaux les magnifiques cavaliers, coiffés du bonnet d'astrakan incliné sur l'oreille, la lance au poing, le fouet attaché à la selle et laissant traîner jusqu'à terre ses petites boules de plomb, l'air fier et arrogant, la bouche largement ouverte pour lancer le chanson sonore qui répandait sur le village une pluie de notes étranges, héroïques et joyeuses :

Sur les eaux du large fleuve
Ont apparu les barques peintes,
Les barques peintes des Cosaques
Avec leurs proues en fer de lance. . . .

Maintenant ils passaient la mare. Les cuivres emplissaient de leurs éclats la grand'-rue, qui en fait de fanfare n'avait jamais entendu que le violon des mariages et les sons de la corne de bélier, lorsqu'au grand jour de Kippour la trompette sacrée annonce que le Seigneur a prononcé son jugement sur les hommes. Et toujours retentissait la chanson de Stenka Razine, le chef légendaire des Cosaques du Don, qui dans le temps même où Chmelnicki immolait les Juifs par milliers, massacrait, lui, les Boyards, montant et descendant les grands fleuves et promenant partout la terreur, de la Mer Blanche à la Perse.

Sur la bargue qui s'avance en tête,
Stenka Razine se tient debout
Emlaçant sa Persane, . . .

Brusquement la musique s'arrêta et la chanson aussi.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries, which must be accompanied by the coupon printed on page 339, *must reach the office by the first post, on* May 15, 1929, *addressed* "PRIZE EDITOR," The Journal of Education and School World, 3 *Ludgate Broadway, London, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

The Editors hereby offer three prizes—a first, a second, and a third, in books to be chosen by the successful competitors to the value of £1 1s., 12s. 6d., and 7s. 6d., catalogue price respectively—for the best essays written in English by boys or girls attending any secondary school in Great Britain or Ireland. Not more than three essays should be sent in from any one school, the selection at this stage being made by the form-masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. Fine writing should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

Essays for this competition are due on June 11.

On the outside cover of the essay should be written:

1. The Candidate's full name in block letters;
2. The name and address of the Candidate's school;
3. A declaration signed by the head of the school that the essay is the *bona fide* unaided work of the Candidate.

On top left-hand corner of the envelope containing the essay (or essays) should be written "Essay," and it should be posted to:

MR. WILLIAM RICE,
"The Journal of Education and School World,"
3 Ludgate Broadway, London, E.C. 4.

UNIVERSITY COLLEGE, LONDON, has succeeded in obtaining several distinguished foreign savants for public lectures to be delivered during May. These include Prof. J. Petersen, of Berlin, on "Goethe's 'Faust'" (May 2, 9, and 16): Lektor Rolf Pande, on "Norwegian Ballads" (May 10, 15, and 17), and Prof. A. Brachet, of Brussels, on "Experimental Embryology" (May 28, 29, and 31). The lecture hour in each case is 5.30 p.m.

* * *

THE PROGRESS OF PHYSICS.—We have referred in earlier issues to the difficulties which science teachers in particular meet in their endeavours to keep abreast of modern developments. Mention has also been made in this connexion of the helpful articles published from time to time in *Science Progress*. The April issue of that quarterly contains an article by Mr. N. M. Bligh on "The Evolution of the New Quantum Mechanics," which should earn the gratitude especially of teachers of physics. The subject is new—the very latest thing in physics—and is developing rapidly, often on novel lines. In consequence, it cannot be expected that the article will make easy reading, but sufficient is said to give the careful reader a clear idea of the present state of knowledge in this field. Mr. Bligh starts with introductory remarks on the general problem of spectra and Bohr's work in 1913, which led to the introduction of non-integral quantum numbers. Then came the spinning electron hypothesis of Goudsmit and Uhlenbeck. Heisenberg's new mechanics represented an attempt to formulate a general theory of atomic processes which would account for the fundamental quantum discontinuity; it was developed by Heisenberg and by Born and Jordan. At the same time, de Broglie put forward a new point of view in his work on wave mechanics, which Schrödinger extended with noteworthy results. The work of both schools was co-ordinated and simplified by the quantum algebra developed by Dirac. There appears to be no sign of finality about the conclusions, but physics teachers and senior students should appreciate Mr. Bligh's illuminating survey of this new field.

* * *

SCHOOL HOLIDAYS.—In a report to the Schools Management Committee of the Cardiff City Council, Dr. Picken, Medical Officer of Health for the City, said that it required little power of observation to appreciate how children wilted during the school terms and recovered colour and health during vacations; the nerve strain involved in the rapid acquisition of knowledge was not realized. Longer holidays in the summer would give the children fuller benefit of the health-giving rays of light of summer days. The adoption of summer time made this policy still more desirable. He had obtained the views of parents and health visitors on his suggestion, but it had not been received with much favour.

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Science and Examinations

One of the most important events at the Glasgow meeting of the British Association, last September, was the presentation to the Education Section of a report on "Science in School Certificate Examinations." This has now been published as a separate pamphlet,* and we have no hesitation in characterizing it as a document of first-class importance in educational literature. Under the able chairmanship of Sir Richard Gregory, and with a personnel that inspires confidence in every way, a Committee was delegated to "inquire into the nature and scope of the science syllabuses prescribed or accepted by examining authorities in England for the First and Second Certificate Examinations, and to make recommendations relating to this; particularly in regard to their relation to matriculation, and other university examinations, and their suitability as essential subjects of instruction *in a rightly balanced scheme of education* designed to create an intelligent interest in the realm of nature and in scientific aspects of everyday life." The italics are ours. They contain, in our view, and happily also in the view of the Committee of the British Association, the pith of the whole matter.

One of the most difficult of the problems that confront the educationist is the setting of a fine adjustment in educational control as between teaching and examination. A school which is financially independent, whose scholars have no necessity to be concerned with the requirements of this or that examining body, and the members of whose teaching staff are conscientious, keen, and able, would no doubt present a syllabus of instruction which would be a model of educational

* Report on Science in School Certificate Examinations. Reprint No. 23, British Association, Burlington House, W.1. Price 1s.

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efficiency. It is probable, too, that such a syllabus would, according to present standards, be distinctly unorthodox. Yet it would presumably be closely addressed to the needs of the scholars, both from the point of view of their future citizenship, and their future occupations and callings—a judicious blending of ideal education and utilitarian teaching. Is there not something ironic in the thought that such an ideal school would probably produce a scheme of instruction that would be strange and unfamiliar to those of us who are practical and experienced teachers? And why? Because, willy nilly, we think out our syllabus problems in terms of this examination or that.

The ideals of education might still have a fair chance, of course, if the examination syllabus was addressed to them. But is it? Has not the tendency been rather, until recently, to address it to the peculiar bias of the examining bodies in question?

It was this consideration that to a large extent brought into being the plan of the First and Second School Examinations that nowadays so largely influence the syllabus-content of secondary education. The First Schools Examination is intended to represent the test of a general education up to 16 years of age, whereas the Second admits the principle of specialization, and therefore makes a legitimate link with university and professional requirements. But, as the report points out, science offers a special difficulty in the First Examination in that, in a large majority of schools, instead of being broad and general, the narrowing influence of early specialization is already being felt, and is manifested in a general preponderance of physics and chemistry. The life sciences, biology, natural history and, let us add, geology, are rarely met.

Here, then, is one trouble. There is another, common to all subjects of the examination, and due to the fact that here we have a general external examination imposed on schools of many types, and carrying on under extreme differences of conditions and circumstances. To quote the report, such an external examination "almost necessarily contravenes the basic principle that examinations should follow and be adapted to the teaching given, and not dictate its form and range." How, then, can the advantages of the internal examination system be linked up with those legitimate functions of the external examination that provide informatory guarantees to parents, employers, universities, and professional and administrative authorities?

For its answer the British Association Committee turns to the example outlined in Rules 106 of the Board of Education, whereby, in the case of technical schools, a national certificate is awarded under the joint supervision of the Board of Education and the Institution of Mechanical Engineers. The staff, equipment, and courses of instruction having been approved, draft papers are set internally, and are submitted to a Board of Assessors. The function of this Board is not so much the securing of uniformity as the maintenance of an agreed standard. It exercises this function, where necessary, by "vetting" the papers—possibly amending some questions, possibly substituting others here and there, and perhaps making certain questions compulsory. Here, in our view, is a most intriguing suggestion, and we hope the widest publicity will be given to the British Association's report in order to enable experienced teachers to consider it in all its bearings. The principle underlying the proposal appears to us to be sound, and the proposal for giving effect to the principle seems reasonable. But, as the committee points out, the question of the jurisdiction and composition of the Board of Assessors offers practical difficulties that call for much preliminary discussion.

Certainly the proposal renders the cause of education a notable service. However, the value of the report by no means ends here, and we particularly welcome Section 4 of the report on "Reform in the Teaching of Science." Dealing specifically with that period of general education up to the age of 16½ that should precede the stage of specialization, the committee emphasizes "the prime necessity of broadening the basis of science instruction in schools," and urges "the inclusion in the school curriculum of only such parts of any particular branch of science as are considered fundamental from an educational point of view, and considered necessary for a clear understanding of those natural phenomena with which a well-educated youth, and not an expert, might reasonably be expected to be familiar." The Committee rightly emphasizes the fact that in education it is *experience* that matters most to the pupil, and not the mere accumulation of facts. A complete breakaway from the existing syllabus-standards, so strongly influenced as they at present are by university and examination requirements, is accordingly called for. "Teachers need freedom to educate . . . without being compelled to cram for examinations." So we come to the "Science for All" movement that has already occupied the serious attention of the Science Masters' Association in the past, and we note with pleasure the specimen courses set out in Appendix II of the report by Mr. Archer Vassall, of Harrow School, by the late F. W. Sanderson of Oundle, by Prof. T. Percy Nunn, of London University, and others of the highest reputation and experience in the sphere of education. We cannot too strongly stress the necessity for every teacher of science to read and consider the findings of this British Association Committee in all its bearings.

THE CECIL PEACE PRIZE.—A prize of £100, founded by Viscount Cecil of Chelwood, is offered yearly for an essay on some subject connected with the maintenance of international peace. It is open to all students, without distinction of sex or nationality, of any university, or university college, in Great Britain or Northern Ireland, who have not yet taken their degree or attained the age of 25 years. The subject for the year 1928 was "How far can International Arbitration (in the widest sense of the word) be made a complete substitute for War?" The prize is awarded to Clarence Wilfred Jenks (Gonville and Caius College, Cambridge). *Proxime accessit:* Morris Greenspan (University of Leeds.)

* * *

IMPERFECT SYMPATHIES.—An entertaining commentary, mainly musical in substance, on the subject of imperfect sympathies as distinct from genuine dislikes, is contributed by Mr. Alexander Brent Smith to the March issue of *The Chesterian*, the organ of Messrs. J. & W. Chester, Ltd. Imperfect sympathy for persons or things is defined as that state in which we feel a grave respect for their undoubted merits and a willingness to admire which we cannot carry into effect. Tschaikowsky disliked the works of Brahms and Wagner; Weber is much appreciated in Germany, but has little following in France: Handel and Bach are highly esteemed in Great Britain and Germany, but not in Italy or France. Why? Our author finds the reasons in subconscious association, in the impossibility of approving and enjoying the work of a man whose views are opposed to our own, and in national or even local temperament of a people, and illustrates his answers with incidents from his own experience.

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Occasional Notes

The Board's Report for 1928:

THE report of the Board of Education, including the statistics of public education in England and Wales, is never an exciting document, and has rarely been less so than on the present occasion. Sometimes the Board has treated us to an interesting, and always valuable, chapter of an historical character; but this laudable practice has been dropped in recent years, possibly with a view to economizing on the printer's bill. For the first time the report and the statistics have reference to the calendar year, instead of the school year, thus bringing the several statements down to December 31, 1928. There is an obvious convenience in this arrangement, and it is to the credit of the officials that so complicated an array of facts and figures should have been prepared and actually published in so short a time. The report covers the usual branches—elementary, secondary, continuation, technical, and art schools; adult education; the juvenile organizations committee; the training of teachers; awards to students; the school medical service with its allied activities; the office of special inquiries and reports; the superannuation of teachers; and the museums.

Some Features of Interest.

MANY of the subjects naturally brought under review in the report were frequently referred to in our columns in the course of the year 1928. Prominent among these are the work of the Committee on Education and Industry, the Consultative Committee's report on books for elementary schools, and the report of Mr. R. G. Mayor's Committee on Universities and Training Colleges. Some progress has been made with the reconstruction of defective elementary-school buildings, but considering the importance of the problem for both teachers and pupils, the Board cannot boast of its success with a "black list" which is also a long list. On the other hand, plans for 10,000 new secondary school places have been approved during the year, a figure which promises a continuance of the year's advance actually accomplished. The Board's estimates have been reduced by £600,000, by the easy process of transferring from the tax-payer to the rate-payer contributions in respect of teachers' pensions. The cost of administration and inspection has again been brought down. The saddest part of the report is the account given of the mal-nutrition of children in the distressed mining areas. Behind the guarded language of the official report, there evidently lies a grim story of human misery.

The Conference of the National Union of Teachers.

THE presidential address at the annual meeting of the "N.U.T." is always an event to be taken seriously. The President is the carefully-selected representative of a great constituency, able to speak, not only with authority, but also with the discretion that becomes his high office. In no respect did the utterance of Mr. C. W. Cowen fall below the standard set by his long line of predecessors. The existing situation called for a comprehensive review of its historical antecedents, and such a review rightly occupied a large part of Mr. Cowen's address. He justly stated that the present generation of teachers knows little of "payment by results," although, according to the frequent testimony of young teachers, he might have added that even now the old spirit of "grind" has not quite been exorcised. We agree heartily with Mr. Cowen that a public organization of schools which grew up slowly had better be modified circumspectly, and that the doctrine of new surroundings at the age of eleven must not be indiscriminately applied. Mr. Cowan's closing plea that the modern teacher should be a social worker in the broadest sense, which is the counterpart of the view that the school must be made a social institution in the broadest sense, must find an echo in the heart of every one who comprehends the real meaning of "the new prospect in education."

The Teaching of History: a Noteworthy Exhibition:

FROM the 7th to the 11th of May, an exhibition in connexion with the teaching of history will be held at Goldsmiths' College, New Cross, S.E. At any time such an exhibition as this one promises to be would be an important educational event. But so many people are now at work upon the reorganization of school curricula, and especially upon the curricula of 'modern' schools, that the exhibition is timely in a special sense. That it is to be opened by Mr. H. A. L. Fisher (at 5.45 p.m., on May 7th), and that addresses are to be given by Prof. Hearnshaw, Dr. Gooch, Prof. Hilda Johnstone, and Miss Jeffries Davis, are facts which speak for themselves as to the seriousness of the effort. We understand that the exhibition is to be an attempt to give practical help to the keen non-specialist teacher who is willing to spend time and care in the preparation of lessons, but who needs advice about where to get his material, and what books will best repay the little time he can spare for this one purpose. He has the skill to adapt the material to children's uses, but he has neither the time nor the specialized knowledge necessary for putting his hand on the right material. That is the general position, except in schools where a strictly specialist organization of the teaching is possible.

Its Content and Value.

THAT the kind of help above indicated is necessary has been emphasized in recent reports on the teaching of history, and particularly by the Board's report on the teaching of history in London schools. The exhibition at Goldsmiths' College will show work done in elementary and central schools, including syllabuses and schemes which have been drawn up in consultation by teachers of all types—teachers who have aimed at constructive criticism, whereas the Board's criticism was mostly destructive. There will also be shown text-books for children under 15, class library books meant to provide supplementary reading for the pupil and illustrative material for the teacher, bibliographies for teachers, suggested sources for the preparation of stories drawn from history, select lists of historical fiction, and material relating to the teaching of present-day affairs. No charge is to be made for admission. On the other hand, we doubt not that the exhaustive "Handbook for History Teachers," which the exhibition is designed to illustrate, will find a ready sale at the price of 3s. 6d. It has been edited by Miss D. Dymond, of Goldsmiths' College, to which institution, working in close connexion with the South

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East London Branch of the Historical Association, both the idea of the exhibition, and its practical realization, are due.

THE Bradford Education Committee has lost no time in re-organizing the elementary schools of the city on the lines suggested by the report on the education of the adolescent. The consequent establishment of senior or "Modern" schools has caused Bradford to think, as it should cause every education authority in England to think, of the methods and purpose of teaching children over 11, and of the fresh objectives for the new organization. In particular, the need for providing practical work, and for the formation of parallel classes for pupils of different types, calls for definitely constructive effort on the part of experienced people. The heads of the modern schools of Bradford, together with superintendents and organizers, formed themselves into sub-committees, and were aided by the advice and assistance of the Board's inspectors. The results of their labours are now published in the form of a series of reports on "The Curriculum of the 'Modern' School." The reports deal with English, history, geography, French, mathematics, science, arts and crafts, music, and physical training. Detailed, and in many cases alternative, syllabuses are suggested, and lists of suitable books are appended to each report. Bradford has undoubtedly taken the right step in publishing these reports, for it is only by such concentrated effort, followed by friendly criticism, that real advance can be made.

The Curriculum of the "Modern" School.

IN our leading article in the March issue of the *Journal*, it was pointed out that as the result of the De-rating Act, ratepayers who consulted the usual form of analysis of rates at the back of the demand note might be disturbed by seeing that while the general rate had gone down, the education and police rates had gone up. We suggested that the analysis should be revised so as to give first, as at present, the rates under their separate heads of general, education, &c., and next, instead of only giving one column of rates, as now, to give in parallel columns the rates for the past and for the current year. The easement due to the Exchequer Grant might also be shown to relieve the troubled lay mind. We are glad to see that Lord Eustace Percy in his review of education policy in the House of Commons, on April 23, made an announcement in agreement with our suggestion. He said "The accounting difficulty arising out of the allocation of the grant under the Local Government Act to the general county account instead of the education account would be sufficiently met by a new form of rate demand note." It is evident from some remarks made by Mr. Harris (Bethnal Green) in the debate which followed, that some such provision is essential, for he remarked "The Act narrowed the area from which rates could be gathered, and as the produce of a penny rate was decreased the position of local authorities, when an advance in education became necessary, would not be a happy one."

De-rating and Education.

ACROSS the Channel, Easter, and not Christmas, is the period chosen for teachers' congresses, and accordingly the Irish National Teachers have just met at Waterford, the Irish Secondary Teachers at Cork, and the Ulster Teachers at Derry. All the meetings were well attended, and little controversy arose, but some of the subjects discussed were of great importance. The I.N.T.O. at Waterford was mainly perturbed by the problem of the Pension Fund. This fund has been shown, on actuarial investigation, to have a deficiency of over £4,000,000; the teachers' pensions, which are none too liberal, being thus in jeopardy, the Ministry has proposed an increased contribution on the present rate, which is 4 per cent of salary. The teachers on the other hand pointed out that the Pensions Fund consists of two accounts, the original endowment account and the teachers' contribution account, the former being responsible for three-fourths of the pensions and the latter for one-fourth; and that while the teachers' section of the account shows a substantial balance, it is in the endowment account that the deficit occurs. Further to their case it was stated that large classes of teachers, for example 2,500 junior assistant mistresses, giving full-time service, and 600 women teachers in convent schools, are not entitled to pensions at all, while 500 Free State teachers are obliged to live on pensions of £50 a year. The position is very unfortunate, and there is general sympathy with the National Teachers. But where is the money to come from?

Irish Free State: Teachers' Associations.

ANOTHER discussion of great importance brought to the open, for probably the first time, the encroachments on the sphere of lay education of the religious orders. The lay teachers—or at least such of them as had the courage to vote on this delicate question, demand protection. The orders are rich and numerous; they have excellent buildings, and few salaries to pay; they can, to some extent, select their pupils. Their schools start with great advantages. The result has been that in urban and suburban areas there is what one delegate called a "steady peaceful penetration of the teaching world by the religious communities." The resolution protesting against this and demanding "a safeguarding of the existing schools from capture" was primarily directed against the Christian Brothers; it was passed with a few dissentients, though many delegates retired before the vote. Lay teachers employed by the orders have few, if any, of the rights of their independent confreres; and it is an interesting sign of the times in Ireland that the profession is determined to protect itself even at the risk of giving offence to the Church.

And Religious Orders.

IT has long been clear that a considerable body of opinion exists in the educational world in favour of including the study of the English Bible in courses on English literature in schools. Appropriate extracts from the King James's Version would be selected for this purpose; and the recent publication of several anthologies shows that the need of providing such is becoming more acutely felt. A particularly successful example of such a book has been published by the Student Christian Movement, under the title, "Two Minute Bible Readings." This little volume consists of some 200 pages, each extract occupying a page or less. The selections are arranged under five heads: (1) The Gospel Story; (2) The Sayings of Jesus;

The Bible as Literature.

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(3) The Early Church; (4) The Prophets, Psalms, and Proverbs; (5) Old Testament Narrative. Prof. Ernest Barker in a letter published in *The Times* last December, justly praises this selection which he regards as "comparable in its sphere with Palgrave's 'Golden Treasury.'" The English Bible is indeed a treasure-house of great literature. In our noble English version it has become interwoven with the finest products of our national literature. Even the poems of Swinburne are saturated with the beautiful phraseology. The Bible has indeed become a sort of people's book, and is one of the most potent instruments of popular culture; and as such it ought to find an appropriate place in the curriculum of our schools.

THAT enterprising journal, *T.P's Weekly*, is publishing under this heading a series of discussions dealing with moral and practical problems of to-day. In recent issues Sir Michael Sadler asks what is wrong with our examination system, and Dr. Cyril Norwood asks the same question regarding our teaching system. Both articles are worthy of attention from inside as well as outside the profession. Sir Michael stresses the uneasiness that is felt about the grip which examinations are getting on the universities and schools of England, and says that the demon which dogs the footsteps of new education is pedantry. He asks for a scientific and thorough inquiry into the present working of examinations, and points out that behind this demand for inquiry lies the belief that English education to-day should have as its dominant aim the creation of a new and invigorating temper of social equality—liberation from snobbish standards of social superiority. The inquiry must include the public and preparatory schools and the universities. Under present conditions, the three purposes for which examinations exist, to accredit, to select and to audit, are not kept distinct, and this causes confusion. We are very glad that Sir Michael is taking this line, and we hope that the suggested inquiry will be undertaken. The united wisdom of many types of mind should be utilized in this business, for this would help to inspire confidence in any verdict that might be given. The public is badly in need of enlightenment on the subject of examinations.

"What's wrong—?":

DR. NORWOOD is no less suggestive in what he says about our teaching system. He allows that the general average of teaching in this country is now higher than it has ever been, and then proceeds to examine teachers according to their different categories. Teachers in infant schools have not a stain on their character—they have found the more excellent way and their classes are places of activity and joy. But with regard to elementary teaching, while pupils are more happy and more friendly, teachers of to-day are not as good as their predecessors in the art of exposition. For the rest, bad conditions are to blame. "No man or woman can teach fifty or sixty children as they should be taught; no man or woman, single-handed, can do much with a village school with children at every stage of their course." What is wrong is that we are trying to do it on the cheap. As regards secondary teachers, the men lag behind the women in the matter of training, largely because headmasters are indifferent.

Our Teaching System:

DR. NORWOOD hits the right nail on the head when he remarks that while no training will test whether a teacher will manage a score of irresponsible sixteen-year-olds or not, much inefficiency would be avoided if every secondary teacher were taught the best methods of setting out a lesson, and the elements of class management. He praises the new methods of teaching modern languages, history and geography, but points out that our whole method of teaching is brought into question by the fact that so many children who are alert and eager at the beginning, frequently end with all their enthusiasm and curiosity killed. Examinations have something to do with this—and hence Dr. Norwood would doubtless support Sir Michael Sadler in his demand for an inquiry. Teachers and parents would do well to read the articles in full for themselves.

And Training.

WE note that the proposal to give sectional representation on the N.U.T. Executive to higher education members, was defeated at the Llandudno Conference, by 43,555 to 32,881. This result was probably not unexpected after the keenness with which the proposal had previously been discussed by the Executive itself, but it is naturally somewhat disappointing to those secondary school members of the union who have for some time felt that their particular aspirations received insufficient consideration. No doubt the argument advanced by an opponent of the resolution, that if all post-primary education was to be regarded as secondary there would be such a huge increase of secondary members that they would secure ample representation under existing conditions, had considerable weight in defeating the proposal. This assumes that the new secondary schools will be largely staffed by teachers who are already members of the Union. It may be, however, that new teachers joining such schools will prefer to join one or other of the distinctively secondary associations. The incident emphasizes the difficulty of providing really satisfactory representation for secondary teachers in an organization where they are heavily outnumbered, and throws light on the obstacles which have so far prevented the setting up of some form of federation. The difficulties will disappear as the educational service begins to tend towards equality of conditions, but at present it seems that the distinctively secondary associations will hold their ground as being specially qualified to safeguard the interests of their members.

The N.U.T. and Higher Education.

IT has been customary to consider Wales as a land in which lavish natural beauty has evoked disproportionately small response in art and architecture, and Wales has been soundly rated for failing to provide outlet and opportunity for its artistic genius. It was recently stated that Welsh local education authorities seemed to consider art as of insufficient importance to be included amongst the subjects for which major scholarships to institutions of higher education are granted; of 355 full-time students at the Royal College of Art, South Kensington, six only come from Wales. In the secondary schools of Wales art occupies an insignificant place amongst the subjects of School Certificate standard, despite the freedom to take it as an examination subject, which the regulations of

Art and Architecture in Wales—

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the Central Welsh Board allow, and despite an illuminating and rousing report on the position of art in the secondary schools of Wales made by Mr. Fred Richards, the artist, who acted as occasional inspector in art for the Board. Seeking for an explanation for this, one has to admit that the feeling for art has not hitherto gone very deep in the schools of Wales; that despite heroic leadership of individuals who have "compelled" local art schools to live—how quickly the pioneering work of Mr. Bush at Cardiff seems to have been forgotten!—art schools and art teaching have been regarded as "frills" by Welsh local education authorities; that art is not a subject producing a financial return commensurate with the portion of the rate levied in its support.

And the Encouragement of Genius.

BUT, as in music and drama, Wales is awakening to the fact that it is not enough to wait impotently for the emergence of genius in art, but that the subsoil of the national spirit must be impregnated by deep and widespread appreciation of beauty in all its manifestations so that genius may be encouraged to flower. The work done by the National Museum of Wales in producing this national awakening in artistic feeling far exceeds even what its zealous founders expected of it. On Easter Monday it was estimated that almost twelve thousand people visited the Museum, which has indeed become a veritable treasure-house of the nation. By its close liaison with local art galleries and museums, and by its system of loan collections for schools, the museum is unquestionably arousing interest in art as a medium of expression in schools and local schools of art. It is interesting to speculate as to how long this impulse will take to reach the university. So far, it has been left to the Cardiff Technical College to provide the higher teaching in architecture, for example, in Wales. The head of the Welsh School of Architecture of that College writes in an optimistic vein in an article on art and art teaching in Wales. He seeks to dispel the illusion that Wales is doing very little to provide opportunities for practical art training, and points to the revival of interest in local schools of art. The Welsh School of Architecture at the College has thirty-two students taking the full-time course of five years, and enjoys the fullest recognition of the Royal Institute of British Architects. Wales, like England, has been too exclusively concerned with training art teachers and too little occupied with fostering the talent of the artist.

The Welsh National Library and School Books.

THE "Book Report" of the Consultative Committee will probably have considerable influence on the supply of books to schools in England and Wales in the future. It would appear that the admirable historical section in that report will have specially interesting results. The National Library of Wales, Aberystwyth, is arranging an exhibition of school and children's books and samplers from May to October of this year. The result will probably be a strong and valuable collection in a section in which most British libraries are very weak. If the National Library succeeds in initiating a new branch in book collecting generally, it will have performed a valuable service; if it can show a strong nucleus of school and children's books in Welsh it will have given an impetus which even the Welsh Report did not supply. Children's books form an important part of the publishing business; 1,494 children's books were published last year. Many—indeed most of these books—are insubstantial in format, for they are intended to be the handmaidens of a theory of teaching language and reading which is directed towards the acquisition of ideas for the feeding of the imagination of the child and of speed and facility in reading. The old books were more substantial: Cocker's famous book on arithmetic, first published in the seventeenth century, ran through 112 editions. The destructive instinct of the modern child would be hard put to to contend with the durability of the old horn alphabet books; its vivacity and enjoyment of the "New Liberty" would have wilted before a book entitled, for example, "Dangerous Sports: A Tale Addressed to Children Warning Them Against Wanton, Careless, or Mischievous Exposure to Situations from Which Alarming Injuries so Often Proceed." But even in these days of rosy and royal paths in the teaching of arithmetic, the number, arithmetic, or mathematics lesson in many a class-room might benefit by a dose of "Marmaduke Multiple's Merry Method of Making Minor Mathematicians."

University of London Reconstitution:

ONE of the first results of the reconstitution of the University is a general election for seats on the new Senate. The Senate, the highest academic authority, is to elect six members of the Court responsible for finance. Convocation representatives will be elected, on May 14. Some interesting contests are promised, as the Twentieth Century Society of London graduates has nominated candidates in opposition to those nominated by the older London University Graduates' Association, of which Dr. Graham Little is President. In addition, there are several independent candidates. Seeing that the professors and other teachers of the University are generously represented on the Senate through their faculties, the policy adopted by the Twentieth Century Society of nominating professors of the University for Convocation seats is open to criticism as tending to unbalance the constitution and to thwart the representation of the professions and the world of affairs, of which every university stands in need. Sir Philip Magnus, the Nestor of the University, is standing once more, and we hope that, at his advanced age, he will be able to adapt himself to the new conditions. We are pleased to see that many representative teachers in training colleges, technical, secondary, and elementary schools, have come forward as candidates. All qualified university teachers and graduates should exercise their franchise in this important election.

Character of the University.

THE manifesto issued by the Twentieth Century Society in connexion with this election gives a mistaken view of the constitution of the University of London. We are informed that the policy of the Society is "to promote the free development of the University as a federation of colleges for teaching and research . . ." The University of London, as defined in its Statutes, is a guild of teachers, graduates, and students. Its colleges are authorized agents for teaching and research work, but the University exists apart from the colleges, and must be free to organize teaching and research directly

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or through new agencies. In no sense can it be said that the recent revision of the government of the University has affected its essential and traditional character. When so many democratic institutions are being attacked and replaced by dictatorships, the medieval conception of a university as a self-governing guild is a happy survival well worth preserving.

General Election.

BEFORE the next issue of this *Journal* is published, the indications are that a General Election will have come and gone. The period of office of the present Government has been one of tranquillity in educational politics, but of steady progress and consolidation in the work of our schools and colleges. In his address at the Drury Lane Theatre, the Prime Minister gave a vague hint that if the Government is returned to power an Education Bill may be introduced. We cannot see that legislation is necessary to link education more closely to industry and commerce; but in the organization of elementary education, development is being impeded by the status of the provided schools, and if a conciliatory attitude is adopted by the Church schools it may be possible to arrange some compromise which will facilitate the reorganization of the elementary schools now in progress. Whether an attempt will be made to introduce the "right of entry" into council schools remains to be seen.

Schools and Dramatic Performance.

ON April 10 the appeal of the Little Theatre, Citizen House, Bath, against the decision of the Justices that a theatre licence was needed for private performances of plays by the Little Theatre Club, was heard in the High Court before the Lord Chief Justice. The appeal was dismissed and the judge, in giving his decision, is reported to have said that if, as had been argued, "the future of drama and education hangs on this decision, well, it must hang." We now know that in producing a play before parents in an unlicensed school hall, we are breaking the law. But probably most of us will go quietly on as in the past, and break this obsolete law with a little fear of consequences as is felt when other obsolete laws—for example, that against Sunday trading—are broken. It is significant that in the Bath case the play was a Passion Play, "Holy Friday," and that immediately afterwards prosecutions were instituted in London and Manchester against the producers of religious plays in churches. It looks as though a certain body of people, with strong objections to religious plays, had availed itself of this law to try to stop such performances. If so, it is still less likely that there will be any interference with the drama for educational purposes. In the very unlikely event of such interference taking place, the whole subject will take on a new aspect, and an attempt to amend the law will become necessary.

Reorganization and the Teaching Profession.

WE have received from the general secretary of the National Union of Teachers a copy of a pamphlet issued by the Executive of the Union, entitled "Reorganization and the Teaching Profession." The pamphlet is a supplement to the one already issued bearing the title, "The Hadow Report and After," but it deals with problems involving salary, status, and tenure, which, though not unforeseen, have recently arisen in acute forms in connexion with schemes of reorganization in some areas. With the principles set forth in this pamphlet we are in cordial agreement. We have consistently maintained that what is bad for the teacher is bad for the child, and that nothing is worse for the teacher than a sense of being unjustly treated. We conceive also that no local authority which desires to maintain decent and helpful relations with its teaching staff would embark on a big scheme of reorganization without consultation with representatives of the teachers. And we quite agree that to use the opportunity of reorganization as an opportunity for economizing at the expense of the teaching staff, as we understand is being done in some quarters, is an odd sort of "new prospect in education." We are glad to see that copies of this pamphlet are being freely distributed.

Retardation in Scottish Schools.

THE most important sections in the general reports of the chief inspectors of schools in Scotland for 1928 concern the problem of the backward child. A careful investigation has shown that 64 per cent of the children leaving school fail to complete the two years of post-primary education which is the attendance qualification for the award of the Day School (Lower) Certificate, and that in one typical district a third of these are unfit to pass beyond the elementary school for any kind of post-primary work. Reckoning that 10 to 12 per cent of all the children are below normal intelligence, that leaves over 50 per cent for whom it ought to be possible to do something. To remedy the mischief the first thing needed (as is pointed out in the report) was more careful diagnosis. According to an inquiry made in Fifeshire, the chief causes of retardation in order of frequency (in the judgment of the teachers) were: lack of ability, migration, ill health, low power of application, late enrolment, irregular attendance apart from ill health, and unsatisfactory home conditions. The important thing was to concentrate attention on the retarded children who show normal intelligence. For them, comments Dr. J. C. Smith the distinguished Senior Chief Inspector, individual attention by a patient, intelligent, and sympathetic teacher is the only remedy. In large schools where spare rooms are available "adjustment" or "tutorial" classes should be formed not only at the top of the senior division, but much earlier; for though the cumulative effect of retardation is more obvious in the upper classes, it is found all through the school. These tutorial groups, adds Dr. Smith, should not be treated as classes, or subjected to the methods of mass production.

The Alleged Decline of Scottish Scholarships:

THE speech made by Prof. Whittaker at the Stirling Conference of the Education Authorities, in which he pointed out that there were no Scottish Fellows of the Royal Society under 47, and suggested that this was connected with the rigidity of the secondary school organization, has made a profound impression and continues to provoke heart searching among Scottish educators, all the more because it was followed by strictures on the quality of the students in university attendance by the Chairman of the Carnegie Trust and the Principal of Edinburgh University. The teachers on the whole seem inclined to resent the criticisms passed on the product of the schools, though of all people they ought to know how little of real

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freedom the insistent demands of preparation for the Leaving Certificate have left the secondary schools. The Association of Education Authorities, whose administration is impugned, has met the implied charge by appointing a committee to inquire: *first*, whether there is retardation of the clever boy through delay in his promotion from class to class in accordance with the regulations, and whether there is not necessity for greater flexibility and freedom; *second*, whether harm has not resulted from the regulations requiring the training of all teachers, and whether the day for compulsory training is not past.

Proof Required.

IT does not seem to have occurred to anybody that before useful discussion of the problem can begin, there is need for an investigation of the facts, more comprehensive and thorough than can be made by casual committees. Prof. Whittaker was entitled to raise the question on the narrow basis of his facts about Scottish scientists. But any generalization of his views obviously requires some proof of failure in other spheres of scholarship and life. It is always possible that it is only science teaching in Scotland that is at fault. As for the wider charge that there is a deterioration in the quality of students coming up to the universities, who really knows? There have been so great changes in the character of Scottish university life and teaching since the War that comparisons with previous times can only be made on the basis of extensive and continuous inquiries. Whether the students are worse or better than their predecessors, there are signs of deterioration in the quality of university teaching in consequence of the overcrowding of the classes. It may be found that the poorer work done by some of the students is to be explained in part at least by a temporary disorganization of the universities.

A New Monthly.

THE nineteenth century left behind it a legacy of antagonism between the representatives of humane and scientific studies, and, although the asperities of debate have been softened, the unfortunate legacy is still manifest in the cleavage between "arts" and "science" in our higher education. Recent movements in the direction of reconciliation, and indeed of a transcending unification, are well exemplified by the new monthly periodical called *The Realist*. The contributors form a galaxy of distinguished talent, including Messrs. Arnold Bennett, Aldous and Julian Huxley, R. G. Collingwood, Charles Singer, and others bearing well known names. There are sixteen solid articles, and a concluding "editorial" in which "The Realist" Board surveys current events—surely, by the way, a satisfying two shillings' worth. The subjects discussed are marked by a rich variety, for they include the progress of the novel, rejuvenation, the psychology of revivalism, the idea of progress, labour and science, the movies as medium, and so forth. Perhaps the article which most pointedly explains the general object of the new venture is Dr. Charles Singer's on "Scientific Humanism," and perhaps most folk will take better to the sub-title of the magazine, "A Journal of Scientific Humanism," than to its title, "The Realist." Anyhow "The Realist" represents admirably the most promising tendencies of present-day thought, and we venture to prophesy for it a brilliant success.

Educational Films.

ON Saturday, April 20, on the invitation of Sir James Marchant and the directors of Visual Education, some 3,000 teachers of London attended at the Stoll Theatre in Kingsway to see an experimental exhibition of educational films. The show lasted an hour and a half, and the films shown included one on geography—New Guinea and its inhabitants; one on history—the escape of Charles II from the battle of Worcester; one on athletics—how to become a skilled player of association football; two on natural history—African animals, and the life of a frog; and one on the education of black children by missionaries in South Africa. The success of the exhibition was not in doubt for a moment and the audience left convinced that another weapon had been placed in their hands in their fight against ignorance. For as we have often said before, the memory of the eye is more lasting than that of the ear, and the time may not be far off when every school will have its own cinema apparatus and teach certain subjects with its help. On all Saturdays during May a different programme will be shown at 11 a.m. at a charge of sixpence, and all those interested in the subject should certainly make an effort to attend. The cinema suffers from great drawbacks, but it must be recollected that it is still in its infancy and directed by Americans of great commercial ability but of very inferior education. If English producers can only reach an educated public they will be able to give us films of real value and not those of mere showmen. The teaching profession has the reputation of being almost as conservative as that of the law; by adopting this new method it will show that this reputation is undeserved.

Co-education.

NATURE, the well-known scientific journal, has entered the discussion on co-education with a leading article, which opens ominously with the assertion that science gives no clear lead on the question, the physiological and psychological differences between the sexes not being "significant" enough to determine for or against co-education. The Consultative Committee, in its report on differentiation of curricula, was equally unable or unwilling to give a clear decision on the question of co-education, though it must be said that this question was not specifically within its terms of reference. Differentiation, however, if desirable, would be easier to attain in separate schools. The general tendency of co-education, the writer in *Nature* says, is towards large institutions—co-educational schools of 5,000 pupils are not uncommon in the larger American cities. Such a school would be an educational nightmare from the English viewpoint. Co-education also facilitates a preponderance of one sex or the other in the teaching staff. This consideration, we are disposed to think, will be of determinative importance in settling the future of co-education in England.

Mr. C. G. Montefiore contributes an informative article on "The Attempted Conversion of the Jews" to the April issue of the *Hibbert Journal*. Writing from the point of view of the educated Jew, he roundly condemns such efforts and explains in some detail the Jewish attitude towards Christianity.

The Board of Education has now published its annual booklet, "Vacation Courses in England and Wales and Scotland, 1929." Price 6d. net (H.M. Stationery Office).

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The N.U.T. Conference

By HERBERT LEATHER B. Com.

AN outstanding feature of the Llandudno Conference lay in the thoroughly representative character of its reception from the leaders of Welsh public life. The remarkably eloquent address upon education delivered by the Rt. Hon. D. Lloyd George, M.P., made the greater impression in virtue of its freedom from political allusions. The Archbishop of Wales and succeeding speakers were able to convey to the largest conference yet held by the National Union of Teachers something of the wonderful faith and enthusiasm with which their nation regards education. There was an inspiration in this whole-hearted confession of belief which had an essence of spiritual uplift not often found in conference meetings; and it is possible that the generally high standard of debate which marked its discussions was influenced by this particular quality.

The characteristic of the Conference was the insistent plea for the unity of education. Throughout the debates this current of thought found expression. Infant, Junior, Senior, Secondary, and all other forms of instruction were regarded as parts of a whole, and equal treatment was urged for all phases of child-life with unwavering persistence. Post-Primary Education was accepted as the birthright of all, though necessarily it would comprise many varieties of type, practical and otherwise. There was a significant and growing volume of opinion that the fuller education of the average and below-average child would repay the nation manyfold; hitherto he has had little or no consideration.

The presidential address of Mr. C. W. Cowen contained a strong plea for the unification and co-ordination of all grades of education. Although the National Union of Teachers omitted the name "Elementary" from its title forty-one years ago, the work of the primary schools in subjects which are secondary in the full sense of the term is only now receiving public recognition. The raising of the school-leaving age and the abolition of the factory half-time system have not only raised appreciably the standards of school instruction but also the professional qualifications of teachers. As a result there is a general desire to seek a graduate course on the part of entrants to the teaching profession, while there is an accompanying demand for more university training courses. The fuller development of such a movement in Scotland was shown in the address of Dr. Comrie, of the Educational Institute, when he stated that the Institute included 90 per cent of the teachers in primary and secondary schools, and that while 99 per cent of the teachers in Scotland were certificated, 80 per cent of those who entered the profession last year were graduates.

The decision of Conference to oppose the right of entry to the new central and other schools in order to give denominational religious instruction was significant. There is a strong belief that right of entry would break up the religious harmony which now prevails.

Teachers engaged in the work of higher education passed resolutions in favour of free secondary education with maintenance grants where necessary, and of the compulsory raising of the school-leaving age to 16 years. The military training of youths below the age of 18 years in civil educational institutions was deprecated.

A proposal to include two secondary school teachers upon the Executive of the Union led to an interesting debate and was rejected only by a narrow majority. The principle of representation was generally conceded, the objection being chiefly based upon the mode of selection. In view of the number of secondary school teachers in the Union there is a strong feeling that a satisfactory scheme of representation will be drawn up in due course. Several of the local associations now include sections of secondary school teachers which are in a position to present their views with facility and point.

Varia

The April issue of *The Oversea Settler* includes an article on "Careers for Public and Secondary School Boys in Canada."

* * *

The Child Guidance Council hopes to open a Child Guidance Clinic some time this month, at Tudor Lodge, Canonbury Place, Islington.

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The Health and Cleanliness Council, 5 Tavistock Square, W.C. 1, is prepared to consider applications for the services of a travelling cinema (cinemotor) free of charge.

* * *

At the invitation of the University of Cape Town, the Surveyors' Institution (of London) are to send a delegate to attend the celebration of the South African College, which will take place at Cape Town, from October 1 to 5, next year.

* * *

An arrangement has been concluded between the managing directors and the shareholders of Messrs. Faber & Gwyer, Ltd., Publishers, whereby the former are acquiring the entire control of the company's book-publishing business, which after March 31, will be known as FABER & FABER, LTD.

* * *

The National Institute for the Deaf, 2 Bloomsbury Street, New Oxford Street, London, W.C. 1, has issued an "Educational Classification of the Deaf," prepared by its medical committee for the purpose of assisting the medical and teaching profession in suitably advising as to the educational care of cases of deafness.

* * *

Applications have lately been received from a number of teachers in Western Canada desiring to exchange for one year with teachers in or near London. The Hon. Secretary, League of the Empire, 124 Belgrave Road, Westminster, S.W. 1, will be pleased to send full particulars to any teachers who may be interested in the matter.

The catalogue of educational books issued by the EDUCATIONAL PUBLISHING CO., of Cardiff, will be of interest mainly to infants' teachers. It contains a good selection of "large type" readers and story books.

* * *

THE BROADWAY HOUSE LIST OF BOOKS FOR THE SPRING contains the titles of recently published and new books of Messrs. George Routledge & Sons, Ltd., and Kegan Paul, Trench, Trubner & Co., Ltd. Students of history, philosophy, and psychology in particular will find additions to several well-known series and there is also some general literature.

* * *

Six courses of reading in various subjects have been published in previous issues of the *Cambridge Public Library Record* (Price 1d.). The April number contains a further course, by Dr. R. D. Richards on "Money and Banking," for which students of economics should be grateful. The same journal also contains a useful list of books on gardening.

* * *

The B.B.C. announces the publication of the programme and syllabus of school broadcasts from London and Daventry for the Summer term, April 22 to June 21. The foreword to this issue of "Broadcasts to Schools," contains an account of the composition, procedure, and powers of the Central Council for school broadcasting, which met for the first time in February, under the chairmanship of the Rt. Hon. H. A. L. Fisher, Warden of New College, Oxford.

* * *

The List of Books to be issued during the first half of the present year by MESSRS. METHUEN & CO., LTD., contains substantial sections of educational and scientific and technical books. We miss the translations which used to be a feature of this firm's publications; the series of little monographs published by this firm on various aspects of modern physics should prove very useful to teachers and senior students.

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A Classical Series on Child Psychology by

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Professor in the University of Geneva

Volume Three, 12s. 6d. net.

THE CHILD'S CONCEPTION OF THE WORLD

" He has initiated a new method of child study; and this is the third book which he has given us showing the results of his method. In it he deals with the child's general outlook upon the world. . . . This noteworthy book." —*The Times Educational Supplement.* " An extraordinarily stimulating piece of research in what is probably the most difficult (and the most fascinating) of all the problems of psychology."—*Daily News.*

Volume One, 10s. 6d. net.

LANGUAGE AND THOUGHT OF THE CHILD

" A very interesting book. Every one interested in psychology, education, or the art of thought should read it. The results are surprising, but perhaps the most surprising thing is how extraordinarily little was previously known."—*Nation.*

Volume Two, 10s. 6d. net.

JUDGMENT AND REASONING IN THE CHILD

" His book is further evidence of his cautious and interesting work. We recommend it to every student of child mentality."—*Spectator.* " Dr. Piaget seems to us to underrate the importance of his investigations." —*The Times Literary Supplement.*

Library of Educational Psychology. First Two Volumes.

EMOTION AND DELINQUENCY

A Study of Female Criminals

By L. GRIMBERG, M.D. 7s. 6d. net.

" Most of the books written on the subject are characterized by a fictitious simplicity. Dr. Grimberg's book has features of interest and originality which lift it from the general rut."—*The Times Literary Supplement.*

THE CHILD IN PRIMITIVE SOCIETY

By NATHAN MILLER. 12s. 6d. net.

" Devotes an exceedingly interesting chapter to the systems of education in vogue among the various primitive races."—*The Times Educational Supplement.* " Will be read with deep interest by educationists." —*Education Outlook.*

A BOOK OF LATIN PROSE AND VERSE

Compiled by F. A. WRIGHT,
Professor of Classics in the University of London.
5s. net.

A book of 200 passages from 100 authors, ranging from Cato and Varro to More and Bacon, from Plautus and Ennius to Owen and Milton. " Excellently chosen."—*The Times Educational Supplement.* " Fine taste, sound scholarship, and wide reading."—*Education Outlook.*

THE LEARNING OF HISTORY

By CATHERINE B. FIRTH, D.Litt.

6s. net.

" An illuminating book; every teacher should profit from it. The last chapter on syllabus-making calls for special attention."—*The Times Literary Supplement.* " Her shrewd insight gives interest and point to her good counsel."—*Education Outlook.*

MATTER AND METHOD IN EDUCATION

By MARY STURT and E. C. OAKDEN. 7s. 6d. net.

" They have tackled their subject with intelligence and a light hand. The result is a book of value and encouragement, not only to students in training as teachers, but to teachers already in harness and to the wider public. The book abounds in happy illustration."—*Daily News.* " We commend this volume to the careful consideration of teachers."—*Teachers' Times.* " On the one hand an amusing satire, on the other a practical handbook of teaching methods."—*The Times Educational Supplement.*

By the same Authors. **MODERN PSYCHOLOGY AND EDUCATION.** 4th large impression. 7s. 6d. net

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The Future of Oxford and Cambridge

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The Future of the Child

By R. T. LEWIS

" A vigorous and convincing plea for nursery schools."—*The Journal of Education.* " His ingenious book will stir up public opinion."—*New Statesman.* " This excellent book of great general interest."— *Eugenics Review.*

KEGAN PAUL, Broadway House, 68-74 Carter Lane, London, E.C.

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Summer Conferences, Courses, and Tours

HOLIDAY COURSES IN ITALY.—A convenient summary of holiday courses to be held in Italy under the auspices of the universities, may be obtained from the Italian Travel Bureau, 16 Waterloo Place, Regent Street, S.W. 1.

* * *

MUSIC.—The Royal Academy of Music, York Gate, Marylebone, N.W. 1, announces a vacation course for teachers, from September 17 to 20, inclusive. Lectures will be given each day on pianoforte, class singing, aural training, and musical history and appreciation.

* * *

SPANISH AT MADRID.—The eighteenth vacation course for foreign students is announced for July 11 to August 7. It will include Spanish language, literature, history, and art. Particular stress will be laid on practical work in the different classes. For further particulars apply to the Secretario, Centro de Estudios Históricos, Almagro 26, Madrid.

* * *

MUSICIANS' HOLIDAY.—The ninth vacation course of the Training School for Music Teachers will be held from August 1–29, at Queenwood School, Eastbourne. A programme of lecture-courses has again been prepared. The basic subjects have been so arranged that the matter and its presentation will be entirely fresh. Application forms for booking can be obtained from the Secretary, 73 High Street, Marylebone, London, W. 1.

* * *

CITY OF LONDON VACATION COURSE.—The eighth course in education arranged for July 26 to August 9 promises to be an even greater success than in 1928. A brochure of forty-eight pages, descriptive of the course, has been published and may be obtained at Montagu House, Russell Square, London, W.C. 1. All members are expected to attend the general course in education, in addition to the particular course which they choose.

* * *

VIENNA SUMMER SCHOOL.—The third summer school at the University of Vienna will be held from July 17 to August 13. The programme includes: Language courses in French and German, conducted tours and seventeen lectures. Special courses will also be held in education, individual psychology, and teaching of art and music. Application should be made to the Austro-American Institute of Education, Elisabethstrabe, 9, Vienna, Austria.

* * *

FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION.—The seventeenth summer school is to be held at Maria Grey Training College, Brondesbury, N.W. 6, from July 31 to August 15. Included in the programme are series of lectures and demonstrations in education, the project method, paper work, colour, country dances, and modern ways to music. Further details may be obtained from the Secretary, at 4 Bloomsbury Square, London, W.C. 1.

* * *

CAMPS, 1929.—The Federation of University Women has published a booklet giving details of the numerous "Camps" for Schoolgirls, which it has organized. It might almost be said that there is a camp to suit all requirements. Scotland, Ireland, and Jersey are covered, as well as England. The Federation hopes to cater for some 1,700 schoolgirls. Copies of the booklet may be obtained from the Federation Offices, 170 Victoria Street, London, S.W. 1.

* * *

WORLD CONFERENCE ON NEW EDUCATION.—The Fifth International Conference of the New Education Fellowship has been arranged for August 8–21, at Elsinore, Denmark. The general theme is to be, "The New Psychology and the Curriculum." A general lecture is to be given each day, and study courses and groups are to figure more prominently than before. A long list of speakers from all parts of the world has already been published. Full information may be obtained from the Conference Secretary, 11 Tavistock Square, London, W.C. 1.

* * *

THE GENEVA CONFERENCE.—"International Understanding and Goodwill Through Education," is to be the theme of the Third Biennial Conference of the World Federation of Education Associations to be held from July 25 to August 3 at Geneva. The general programme will deal with the subject from a variety of standpoints, and will include many of the most eminent educators in the leading countries of the world. This general subject will be constantly in the minds of the chairmen in preparing the programmes for the various sections into which the Conference will be divided.

SUMMER COURSES IN BERLIN.—The Zentralinstitut für Erziehung und Unterricht, Berlin, announces a series of courses for foreign students in music, needlework, craftsmanship, drawing, and methodical instruction in the principles and practice of teaching. The course in music will be held from June 24 to July 7, and the others concurrently from August 12 to 26. The fee for each course will be 40 R.M. A detailed prospectus of the courses may be obtained from the Foreign Department of the Institute, Berlin W 35. Potsdamer Strasse 120.

* * *

SCHOOL OF LIBRARIANSHIP, SUMMER SCHOOL.—The school will be held at Paris, during the last week of August and first of September, in the British Institute, 6 rue de la Sorbonne. Courses of lectures are being arranged on "Problems of the Twentieth Century," "County Libraries," and "The English Novel of To-Day." These courses will be supplemented by lectures by distinguished authorities. There will be organized visits to the various libraries of Paris, and other visits will be organized to the churches, galleries, museums, &c. Applications for further details should be addressed to the Secretary of University College, Mr. C. O. G. Douie, Gower Street, London, W.C. 1.

* * *

W.T.A. TOURS.—The Summer Holiday Programme of the Workers' Travel Association, Ltd., under this engaging title, is now ready for distribution and can be obtained on application. It offers a wide and varied choice of holidays both at home and abroad. In 1922 this organization commenced by arranging holidays for 700 people and now, practically on personal recommendation alone, this modest beginning has been built up into the present agency dealing with well over 20,000 holidays a year. Such remarkable progress can be taken as a sure indication of the ability of the W.T.A. (the association being popularly known by its initials) to provide first-class holidays at low prices.

* * *

BRITISH INSTITUTE IN PARIS VACATION COURSE.—The Guild of the British Institute in Paris announces a holiday course for the months of July and August. The subjects for study are limited to theoretical and practical phonetics, and the vocabulary and idiomatic forms of the French language. In addition there will be lectures on French literature, history, geography, and the political and social organization of present-day France. British students under 28 years of age, who enrol for the course, will be able to obtain return tickets, available for three months, at a reduced rate by applying to the Office National des Universités Françaises, 3 Cromwell Gardens, London, S.W. 7. For a detailed programme of the course, containing full information as to fees, excursions, &c., application should be made to the Secrétariat de la Guilde de l'Institut Britannique, 6 rue de la Sorbonne, Paris (Ve.)

* * *

BRITISH SOCIAL HYGIENE SUMMER SCHOOL.—The fourth summer school will this year be held at Westminster College, Cambridge, from July 25 to August 1. The council hopes to meet the needs of those who are anxious to co-operate, through the many indirect channels available, in the elimination in children of the widespread results of untreated venereal disease in the parents, and the dissemination of adequate protective knowledge among young industrial workers. Social customs affecting standards of sex conduct will be considered in relation to the biological sciences. The school should be particularly helpful to all members of auxiliary health services, and those engaged in industrial welfare, hospital almoning, health visiting, maternity and child welfare, heads and staffs of institutions, also teachers and lecturers in public health and social hygiene, and all concerned in local government. Further particulars may be obtained from the Secretary, Carteret House, Carteret Street, London, S.W. 1.

* * *

SPANISH.—The tenth annual Summer School of Spanish, organized by the University of Liverpool, will meet at Santander, Northern Spain, from August 3 to 30. A preliminary course, for those who desire it, will be held from July 17 to 30. The success of the school last summer, when over eighty members attended it, has made it possible this year to grade the members in three divisions: elementary, intermediate, and advanced. The bulk of the instruction given during the Summer School takes place in the mornings, so as to leave the greater part of the day free for excursions, social meetings, &c., which, together with

(*Continued on page* 330)

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HISTORY

The Legacy of the Ancient World. By W. G. DE BURGH, M.A., Professor of Philosophy, University of Reading. 462 pp. *Second Edition.* **15s.** net.

The aim of this book is to introduce the general reader to a knowledge of antiquity, and to help teachers and students by indicating the lines of connection between the successive phases of what may be termed, compendiously, the Mediterranean civilization.

The Times Literary Supplement says: "This book is an education in itself."

From Gild to Factory. A First Short Course in Economic History. By ALFRED MILNES, M.A., D.Lit., late Staff Lecturer to the University Extension Board, and late Examiner in Economics and Economic History for the School Examinations in the University of London. 180 pp. *Third Edition.* Revised and enlarged. **3s.** net.

A.M.A. says: "It should now be unnecessary to emphasize the usefulness of this very sound little volume."

School Guardian says: "A third edition of Dr. Milnes's Economic History is very welcome. He contrives to make a subject that might easily be dull, full of interest, and scholarly interest."

Education says: "It is brimful of useful information, and there is not a dull page in it."

GEOGRAPHY

An Elementary Geography of the World. Regional and Economic, with Numerous Practical Exercises. By J. W. PAGE, F.R.G.S. In Six Sections: I, Africa. II, Australasia. III, America. 8d. net each. IV, Asia. V, Europe. VI, British Islands. **9d.** net each. Also in Limp Cloth, **1s.** net each part.

ENGLISH COMPOSITION & PRÉCIS WRITING

The English Way. A Text-book on the Art of Writing. By B. L. K. HENDERSON, M.A., D.Lit. *Second Impression.* 370 pp. **5s.** net. *This book on English Composition has been placed on the list of books recommended by the Institute of Bankers.*

This book is particularly suitable for students preparing for Matriculation or General Schools Certificate, and is used in many of the largest secondary schools and colleges in the Kingdom.

The Journal of Education says: "*The English Way* is a manual of grammar and composition for the use of students preparing for preliminary examinations, and as such is one of many books of similar purpose and tried usefulness; but it excels all but the best of these in its scope, and in the number and the quality of the prescribed exercises. . . . Such matters as paragraphing, paraphrasing, précis, essay—to mention but a few—are well and fully done; and there are some extremely useful word-lists."

Journal of the Institute of Bankers says: "For this book we have nothing but praise."

The English Way for Junior Forms. A Text-book on the Art of Writing. By Dr. HENDERSON. 240 pp. **2s. 6d.** net.

A new work on English Grammar and Composition—scholarly and comprehensive, with an abundance of exercises, and many delightful touches of humour. Designed to make the teaching of this difficult subject a delight, not a drudgery.

Education says: "This is an invaluable text-book on the art of writing intended for use in Junior forms. The standpoint from which the book has been written is thus described in the author's preface: 'This Junior Course has been written with the idea that a sound knowledge of Grammar is necessary, but, at the same time, a serious effort has been made to impart an understanding of composition and to develop a sense of style.' This twofold object has certainly been attained in this book."

Chats about our Mother Tongue. By Dr. HENDERSON. 210 pp. **2s.** net.

The Times Literary Supplement says: "Among the many books on the subject, Dr. Henderson's stands out as an admirable example of concise and pleasant writing packed with lore, literary and historical, easily and agreeably conveyed."

A Practical Guide to Précis Writing and Indexing. By G. O. E. LYDALL, L.L.A. Lecturer in English at the City of London College. 256 pp. **3s.** net. *This book is not a mere collection of exercises, but a real guide to a difficult subject. It is on the list of books recommended by the Institute of Bankers.*

A.M.A. says: "This is a more systematic and carefully graded book on the subject than most of those we have seen. The author is obviously a very experienced teacher. She writes in a clear and vigorous manner, not without touches of humour. The exercises are abundant and varied, and the book can be commended to the attention of teachers."

MACDONALD & EVANS, 8 John Street, Bedford Row, W.C.1

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special lectures delivered in Spanish, are organized in connexion with the Colegio Mayor of the University of Valladolid. A new feature of the school in 1929 will be the first awards of the annual certificate of Spanish studies, which will be given by examination at the end of the school in two grades: elementary and advanced. Full particulars both of the school and the certificate are available from the Secretary, Summer School of Spanish, University of Liverpool.

Foreign and Dominion Notes

SWITZERLAND

"Vox Studentium"

We are asked (and gladly consent) to bring to the notice of our readers *Vox Studentium*, the quarterly organ (sixty-four pages) of the International Student Service of the World's Student Christian Federation. Published in Geneva, with articles in English, French, and German, "it deals particularly with student self-help and co-operation, and endeavours to promote a better understanding between students and manual workers, and a closer co-operation between the university youth of different countries, and those separated by racial, religious, and political barriers." To the January issue Prof. Gilbert Murray contributes an encouraging message, in which he speaks of the work of the I.S.S. as "a valuable contribution to international understanding." An editorial appeal to students throughout the world to support that work is followed up with detailed articles on the following topics: Mutual Help between University Students of all Nations; Students' Self-Help in Germany, Switzerland, Spain, and Italy; Student Minorities in Russia; Bulgarian Students and their Needs; Chinese Students at Home and Abroad. In Germany especially the last eight years have seen a striking growth of self-help co-operative societies. "Thousands of students (we are told) have worked for months at a time in factories, in mines, and on farms, in order to pay for their education. Employers and employees have welcomed them eagerly. To-day, this plan of self-help forms the basic condition of the life of many thousands of students. Twenty-five thousand are fed daily. Three thousand five hundred are granted loans to enable them to finish their studies. The State contributes over four million marks a year." (Address: 13 Rue Calvin, Geneva. Price: Three shillings a year, one shilling a single copy.)

World Federation

The ever-increasing activities of the International Bureau of Education have necessitated more commodious quarters (44 Rue des Maraîchers, Geneva). The latest *Bulletin* (in English) contains as usual educational news from many countries, and a descriptive bibliography of recent books (in many languages) on progressive education. In every issue moral education, and education for peace are constantly recurring themes. The bureau itself is just now especially busy with preparations for the Fourth Conference of the World Federation of Education Associations, which meets in Geneva from July 25 to August 4. A detailed programme may be had from the address above. We note that two of the nineteen sections deal with Home and School, and Education and the Press (both essential alliances), that Prof. Gilbert Murray will address one of the general meetings on the "International Aspect of Education," and that the five committees set up under the Herman-Jordan Peace Plan, will report on their respective references: Education and Peace; Teaching of History and Patriotism; International Athletic Sports and Relations of Youth; Military Education and Preparedness; Machinery for International Co-operation. The official languages are French, English, German, and Esperanto. With the last the whole staff of the Bureau has for some time been busily occupied.

HOLLAND

Co-education—For and Against

The eleventh International Congress of Secondary Education will open at The Hague on July 18—earlier than usual because of the World Federation at Geneva a week later. The only subject announced for discussion is the Secondary Education of Girls. As usual, a comprehensive questionnaire (in French) has been sent out in advance to all affiliated associations, and, as usual, the quarterly *Bulletin International* (No. 24), prints in full (also in French) the answers already received. The first seven questions ask for facts, eight others or opinions. The larger numbers refer, directly or indirectly, to co-education: only four to specific sex-differences. The answers from France, Holland, Belgium, Poland, and Roumania run to thirty pages. It is impossible to analyse them here, but believers in co-education would do well to order the *Bulletin* itself from M. Clavière, 28 Rue Maréchal Foch, Malo-les-Bains (Nord). The subscription price is twelve francs a year.

CHINA

Mass Education

"The Ministry of Education, in the national Government, has announced a programme to popularize the use of Mandarin as the official, and eventually the only language in all China." So runs a statement in the New York *Times*. On the other hand we learn from an article in the News Bulletin of the World Federation, that the Chinese National Association for the Mass Education Movement, which originated in Chinese labour-camps in the War, and has already rescued five million individuals of all ages and both sexes from illiteracy, attributes its success to the fact that it has substituted for "classical" writing ("as unintelligible to the common people as Latin to the average European") "colloquial" writing, with a selected vocabulary of about 1,300 of the words in most common use in everyday life. China is a puzzling country, and the two movements are perhaps complementary. But the Mass Education aims at much more than reading and writing, and already includes sanitation, civics, and practical agriculture. In the opinion, indeed, of the optimist writer of the article, himself a Chinese, "it cannot be long before the Association will have attained the object of eliminating illiteracy and making new citizens for China and, at the same time, for the world."

The Student Abroad

For a further note on Chinese education we are indebted to the article on Chinese Students Abroad in *Vox Studentium*. The average yearly number is estimated at about 6,000—over 2,000 in America and Japan, 700 in France, 300 in Germany and Russia, 150 in Great Britain, and the rest in other countries of Europe. But (the Chinese writer admonishes) these young men and women do not come abroad for "culture," they come for science, engineering, economics and politics, and having secured these things, they too often go home again with a very low opinion of Western "social life," of which they have generally seen only the worst sides. "Where there are only a few students, as in Oxford and Cambridge, they are generally well situated, but in large centres like Paris, Berlin, and London, their situation is desperate." The Student Movement House and the Chinese Students' Christian Union are highly praised for their "splendid work" in London, but it is pointed out that, on the one hand, comparatively few students have been reached, and, on the other, that it is far more important for the students with no Christian contact to have an opportunity of seeing English social and family life at its best. As things are, Western civilization is in danger of being identified with its worst features, and the new China is in some dread of "poisonous contamination" from the very students who have been sent abroad in their country's service.

DRAWING IN THE SCHOOLS.—The fortieth annual exhibition of the Royal Drawing Society which was held during last month, in the Guildhall Art Gallery, London, has been no less successful than its predecessors, and contributions have been sent in from schools in all parts of the Empire. The title often assigned to the Exhibition of being the Children's Royal Academy, applies to the pictorial rather than to the scientific side. Mr. T. R. Ablett, the founder and Art Director of the Society, stoutly disputes the idea that to develop the natural power of the child to draw tends to swell the ranks of the professional artists, and that because a child learns to write English it is to be supposed that he does so in the hope of becoming a Shakespeare or a Kipling, not in order that he may master one of the keys of knowledge. Similarly, he should learn to draw in order to help him in all his school studies by acquiring the power of expressing himself in the language of shape. The Society, as is well known, claims that drawing by natural methods is the best means of training observation, strengthening the memory, and developing the power of visualization. Pictorial posters were a most popular feature with the older competitors. In all, over 10,000 drawings were received in the thirty classes shown.

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Classes in Single Subjects resume May 3.

First **Anglo-American Summer Holiday Music Conference,** Lausanne, August 2 to 9, 1929. A demonstration will be given by Monsieur JAQUES-DALCROZE during this Conference. The **Summer School** will be held at **Geneva,** under the personal direction of M. JAQUES-DALCROZE, August 12–17. Details of all the above from the DALCROZE SCHOOL, 23 Store Street, London, W.C. 1. (Tel. Museum 2294, 10–1 and 3–5.)

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University and School Holidays and Functions

	Summer Vacation	Other Functions
Aberdeen University ..	June 28 to Oct. 5	Athletic Sports, May 18.
Bedford College for Women, London	June 27 to Oct. 10	
Birkbeck College, London	June 23 to Sept. 22	
Birmingham University	June 29 to Sept. 30	Athletic Sports, May 4.
Bristol University ..	July 4 to Oct. 3	
Cambridge University ..	June 25 to Sept. 30	
University College, Dundee	June 5 to Oct. 4	
University of Durham:		
Armstrong College, Newcastle-on-Tyne	June 29 to Oct. 7	
Durham Colleges ..	June 29 to Oct. 15	
College of Medicine, Newcastle-on-Tyne	June 28 to Oct. 2	
Edinburgh University ..	July 5 to Oct. 8	Graduation Ceremonial in Arts and Science, June 27. Graduation Ceremonial in Medicine, July 17.
Faraday House Electrical Engineering College	July 26 to Sept. 30	
Glasgow University ..	Arts, May 17 to Oct. 14 Science and Medicine June 28 to Oct. 14.	
Goldsmiths' College, London	July 10 to Sept. 16	Open Day, June 8. Teaching of History Exhibition, open to all teachers, May 7–11.
Heriot-Watt College, Edinburgh	June 21 to Oct. 8	
Hulme Hall, Manchester	July 6 to Oct. 4	
Leeds University ..	July 1 to Oct. 1	Degree Day, July 1. "Christie" Sports, May 11.
University College, Leicester	June 17 to Sept. 28	Encaenia, June 6.
London University ..	June 28 to Oct. 9	Presentation Day, May 8.
London Day Training College	June 28 to Oct. 7	
London Hospital Medical College	July 13 to Sept. 30	Annual Prize Distribution, June 28.
London School of Economics and Political Science	June 28 to Oct. 7	Commemoration Week, June 24–29.
University College, London	July 4 to Oct. 7	College Sports, May 18.
Municipal College of Technology, Manchester	July 26 to Oct. 3	
University College, Nottingham	June 29 to Sept. 27	
Oxford University ..	June 24 to Oct. 12	
Queen Margaret College for Women, University of Glasgow	June 29 to Oct. 2	Honorary Graduation, June 19. Graduations, June 28.
Reading University ..	July 5 to Oct. 3	
Royal Holloway College, Englefield Green	June 29 to Oct. 3	Commemoration Day, June 8.
Sheffield University ..	June 30 to Oct. 1	
Somerville College, Oxford	June 23 to Oct. 5	Jubilee Celebrations, July 6–8.
Southampton University College	June 29 to Oct. 7	College Sports, May 3.
St. Mary's Hospital Medical School, London	July 5 to Oct. 1	
University of Wales:		
Aberystwyth	June 30 to Oct. 1	Annual College Sports, May 4.
Bangor	July 1 to Sept. 30	Orchestral and Choral Concert, May 8. Degree Ceremony, July 23.
Cardiff	June 28 to Oct. 1	
Swansea University College	June 29 to	

(*Continued on page* 334)

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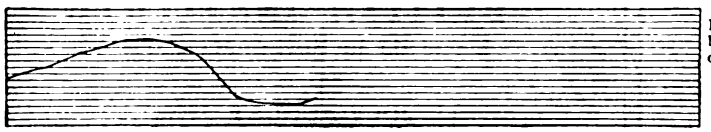

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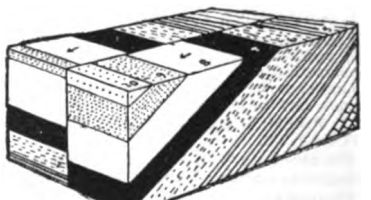

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Westminster Hospital Medical School, London	July 1 to Sept. 30	
Abingdon School, Berks	July 30 to Sept. 18	Regatta, June 20. Founder's Day, June 21. O.A. *v.* School Cricket Match, June 22.
Aldenham School, Elstree	July 30 to Sept. 19	Visitation Day, June 29.
Ampleforth College, Yorks	July 30 to Sept. 24	Annual Exhibition, June 3 and 4.
Barnard Castle School ..	July 30 to Sept. 17	Concert, May 18. School Sports, May 20
Battersea Polytechnic ..	July 20 to Sept. 16	Athletic Sports, June 1.
Beaumont College, Old Windsor	July 30 to Sept. 25	Lord's Cricket Match *v.* Oratory School, May 31. Speech Day, June 15.
Bedford School	July 30 to Sept. 19	Speech Day, July 29.
Berkhamsted School ..	July 30 to Sept. 20	Founder's Day, June 28. O.B. Cricket Match, June 28 and 29.
Bishop's Stortford College	July 30 to Sept. 18	Bazaar, June 21 and 22. Speech Day, June 22.
Blundell's School, Tiverton	Aug. 1 to	Old Boys' Day, June 27. Speech Day, July 29.
Bootham School, York.	July 26 to Sept. 20	
Bradford Grammar School	July 30 to Sept. 16	Speech Day, Oct. 2. Sports, May 14 and 15. Old Boys' Match, July 27.
Bradford Technical College	July 18 to Sept. 23	College Sports, July 4.
Brighton College ..	July 30 to Sept. 24	Commemoration Day, June 29. O.B. Cricket Match, June 29.
Bristol Grammar School	July 29 to	
Bromsgrove School ..	July 29 to Sept. 19	Commemoration Day, June 28.
Cambridge and County High School for Boys	July 30 to Sept. 18	Old Boys' Cricket Match, June 27.
Carlisle Grammar School	July 26 to Sept. 19	Speech Day, July 26.
Caterham School ..	July 26 to Sept. 16	
Charterhouse	July 30 to Sept. 20	
Chelsea Polytechnic ..	July 8 to Sept. 21	Battersea *v.* Chelsea Polytechnics Annual Sports, June 1.
Cheltenham Ladies' College	July 30 to Sept. 24	Half-Term Holiday, June 15–17. Entrance Examination, July 10.
Christ's Hospital, Horsham	July 31 to	Old Blues' Day, June 22.
City of London School ..	July 30 to	Annual Distribution of Prizes, Oct. 4.
Clifton College, Bristol ..	July 30 to Sept. 20	Commemoration, June 28 and 29.
Cranbrook School ..	July 31 to Sept. 19	Commemoration Day, June 28. Old Boys' Day, July 13.
Crypt School, Gloucester	July 27 to Sept. 16	Founder's Day, July 6.
Dartmouth Royal Naval College	July 30 to Sept. 18	
Dean Close Memorial School, Cheltenham	July 30 to Sept. 20	Speech Day, June 29. Cricket Match *v.* Old Decanians, June 28 and 29.
Denstone College, Staffs	July 29 to Sept. 20	
Douai School, Woolhampton		Old Boys' Society Meeting and Cricket Match, June 20.
Dover College	July 30 to Sept. 20	Distribution of Prizes, July 29. Past and Present Cricket Match, July 6 and 7.
Downside School ..	July 27 to	
Dulwich College.. ..	July 30 to Sept. 19	
Eastbourne College ..	July 30 to Sept. 20	Speech Day, June 22. Old Eastbournian Day, June 29.

(*Continued on page 336*)

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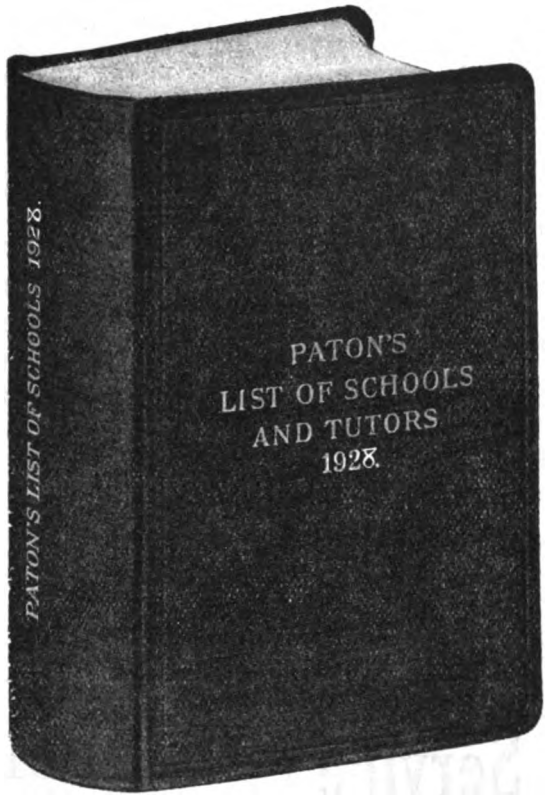

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Eton College, Windsor	July 30 to Sept. 18	
Exeter School	July 31 to Sept. 19	Prize Day, June 21. Old Boys' Cricket Match, June 22. Founder's Day, June 23.
Fettes College	July 24 to Sept. 18	Founder's Day, June 29.
Framlingham College ..	July 30 to	Old Boys' Day and Cricket Match, May 20. School Play "Twelfth Night," June 15.
Giggleswick School ..	July 30 to	Speech Day, July 6.
Glasgow Royal Technical College	July 8 to Sept. 23	
Gresham's School, Holt..	Aug. 1 to Sept. 19	The Play, June 27 and 28. Speech Day, June 29.
Haileybury College, Herts	July 30 to Sept. 20	Speech Day, June 28.
Harrogate College for Girls	July 25 to Sept. 19	Historical Pageant by pupils, July 13 and 15.
Harrow School	July 29 to Sept. 23	
Hereford Cathedral School	July 31 to Sept. 20	Old Herefordian Match, July 27.
Highgate School ..	July 30 to Sept. 19	Speech Day, July 30. Cricket Match *v.* Old Cholmeleians, July 20.
Huddersfield Technical College	July 5 to Sept. 10	College Conversazione, Sept. 13.
Hymers College, Hull ..	July 27 to Sept. 17	
Imperial Service College, Windsor	July 30 to Sept. 20	Speech Day, July 27.
King Edward's School, Birmingham	to Sept. 18	
King William's College, Isle of Man	July 30 to Sept. 20	Old Boys' Gathering, Cricket Match, and Prize Giving, July 19. M.C.C., July 10.
King's School, Canterbury	July 30 to Sept. 20	Speech Day, July 29. Opening of New Junior School at Milner Court, Sturry, by Mr. Rudyard Kipling, Oct. 5.
King's School, Rochester	July 27 to Sept. 17	Athletic Sports, May 4. Commemoration Day and Old Roffensian Cricket Match, June 29.
King's School, Worcester	July 29 to Sept. 20	Prize Day, July 12. Old Boys' Match and Dinner, July 13.
Kingswood School, Bath	July 25 to Sept. 12	Old Boys' Cricket Match, Whitsun week-end.
Leighton Park School, Reading	July 30 to Sept. 20	Address by Dr. Cyril Norwood, June 5.
Leys School, Cambridge	July 30 to	Speech Day, June 28.
Malvern College ..	July 30 to Sept. 20	Speech Day, June 22. Malvernian Gathering, July 13.
Manchester Grammar School	July 31 to Sept. 16	Speech Day, July 31.
Mary Datchelor Girls' School	July 27 to Sept. 17	Prize Day, July 19.
Merchant Taylors' School, Crosby	July 30 to Sept. 18	School Sports, June 26.
Merchant Taylors' School, London	July 31 to Sept. 20	Speech Day, June 11.
Mill Hill School ..	July 30 to Sept. 19	Foundation Day, July 5.
Milton Mount College for Girls, Crawley	July 26 to Sept. 19	
Monkton Combe School, near Bath	July 30 to Sept. 20	Old Boys' Day, June 26.
Morrison's Girls' School, Perthshire	June 29 to Sept. 2	Speech Day and Presentation of Prizes, June 27.
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(*Continued on page* 338)

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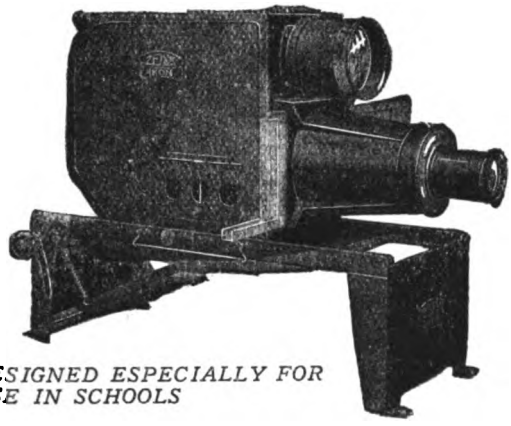

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EDUCATION DEPARTMENT

Vacation Courses in Physical Training will be held at the Grammar School, Ilkley, Yorks, from July 29 to August 10, 1929.

The following Courses will be given: (*a*) for teachers in Elementary Schools and all who teach Physical Training without fixed apparatus; (*b*) for teachers in Central Schools and Technical Institutes. Separate classes will be held for men and women.

A handbook containing full particulars of the Courses may be obtained gratis on application to the Education Officer, County Hall, Wakefield, Yorks.

University of Manchester

Extra-Mural Department

Session 1928-9

"THE PEDAGOGY AND PSYCHOLOGY OF MODERN LANGUAGE LEARNING"

Summer Vacation Course for Teachers

(Practical Work, Demonstrations, and Lectures in Method and Psychology), conducted by

Hon. Prof. J. J. FINDLAY, Mr. H. E. WALSH, B.A., and Mr. EVAN J. JONES, M.A., at the

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August 5-17, 1929.

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Particulars from the DIRECTOR OF EXTRA-MURAL STUDIES, The University, Manchester.

The JUNE Special Number of "The Journal of Education and School World" will be ready on May 31, 1929. Early application is necessary to secure the remaining advertisement space. All "copy" must be in my hands by Saturday, May 18, 1929.

London: Mr. WILLIAM RICE, Ludgate Broadway, E.C. 4

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	Summer Vacation	Other Functions
Nottingham High School	July 30 to Sept. 19	Founder's Day Commemoration, June 15.
Oakham School, Rutland	July 30 to Sept. 17	
Oundle School, Northants	July 30 to Sept. 20	Speech Day, June 22.
Park School for Girls, Glasgow	June 21 to Sept. 5	Sports, May 31. Gymnastic Competition, June 13. Prizegiving, June 21.
Plymouth College ..	July 27 to Sept. 20	Annual Athletic Sports, May 4. College Fête, June 1. Prize Day, Oct. 2.
Pocklington School, Yorks	July 26 to Sept. 17	Commemoration and Speech Day, July 24.
Portora Royal School, Enniskillen	July 26 to	Sports Day, July 25.
Queen's School, Chester	July 31 to Sept. 18	
Reading School ..	July 30 to	O.T.C. Inspection, June 6. M.C.C. Cricket Match, June 26.
Repton School, Derby ..	July 30 to Sept. 20	O.T.C. Inspection, June 27. Speech Day, June 28. Commemoration Sunday, June 30. Shrewsbury *v.* Repton, June 6.
Rossall School, Fleetwood	July 30 to	
Royal Academy of Music	July 22 to Sept. 21	
Royal College of Music..	July 20 to Sept. 23	
Royal Grammar School, Newcastle-upon-Tyne	July 25 to Sept. 11	
Royal Grammar School, Worcester	July 30 to Sept. 19	School Sports, May 2.
Rugby School	July 30 to Sept. 26	Speech Day, June 22.
Seaford College, Sussex..	July 30 to Sept. 20	Athletic Sports, May 18.
Sherborne School ..	July 30 to Sept. 20	Commemoration, June 22.
Simon Langton School for Girls, Canterbury ..	July 24 to Sept. 12	Commemoration Service, July 23.
South-Eastern Agricultural College, Wye	July 20 to Oct. 7	Cricket Week, July 15-19.
Stamford School ..	July 27 to	Speech Day, July 13.
Stonyhurst College, Blackburn	July 29 to Sept. 24	
Stowe School, Bucks ..	July 30 to Sept. 19	
St. Bees School, Cumberland	July 30 to Sept. 26	Speech Day, June 22.
St. Bride's School for Girls, Edinburgh	July 25 to Oct. 1	
St. Columba's College, Rathfarnham	July 25 to	St. Columba's Day, June 8. Old Columban Cricket Match, June 8.
St. John's School, Leatherhead	July 27 to	Speech Day, July 2.
St. Michael's School for Girls, East Grinstead	July 26 to Sept. 23	School Sports, May 9. Old Girls' Day, June 29. Cricket Match, School *v.* Fathers, July 5.
St. Peter's School, York	July 31 to Sept. 18	Commemoration Days, July 20-21. Cricket, School *v.* M.C.C., July 6.
Taunton School ..	July 30 to Sept. 19	Commemoration Day, July 28. Prize Day, July 29.
Trent College, Derbyshire	July 30 to Sept. 20	Speech Day, June 29.
Trinity College, Glenalmond	July 24 to Sept. 20	Commemoration Day, July 23.
Uppingham School, Rutland	July 30 to Sept. 19	
Victoria College, Jersey	July 29 to Sept. 18	
Westminster School ..	July 30 to Sept. 19	
Weymouth College ..	July 30 to Sept. 20	Speech Day, July 27.
Wheelwright Grammar School, Dewsbury	July 18 to Sept. 10	Athletic Sports, May 7.
Worksop College, Notts.	July 30 to	Speech Day, June 25.
Wrekin College, Wellington	July 30 to Sept. 25	O.T.C. Inspection, May 31. Prize Day, June 21.
Wyggeston Grammar School, Leicester	July 30 to Sept. 18	Athletic Sports, May 9. Reunion, May 10. Speech Day, July 30

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Reviews

STATISTICAL MECHANICS

Statistical Mechanics: The Theory of the Properties of Matter in Equilibrium. Based on an Essay Awarded the Adams Prize in the University of Cambridge, 1923-24. By R. H. FOWLER. (35s. net. Cambridge University Press.)

This comprehensive volume on statistical mechanics is based on the Adams Prize Essay for 1923-24, and no more competent authority on the subject could be found than Mr. R. H. Fowler whose work in association with Prof. C. G. Darwin has done so much to improve the method of attack. In general we have to deal in physical problems with dynamical systems which are collections of large numbers of similar atoms, molecules, or electrons. "The first object of statistical mechanics is to determine all the 'normal' properties of such an assembly and correlate them with the properties of matter in bulk as we know it, when the assembly is in complete equilibrium." The main subject of the monograph is, therefore, the study of statistical equilibrium. The mechanism by which the equilibrium is reached is of comparatively small importance in this discussion. Any possible mechanism of interaction, left to act by itself, must set up and preserve the laws of statistical equilibrium.

Attention may be directed to the statement that in general a particular process can never be supposed to be able to act alone, unaccompanied by a corresponding reverse process; only the two together form a possible single mechanism. Consequently the world considered is an ideal construction, which may differ in important particulars from the world of human experience. The theorems of statistical mechanics appear to have something of the same generality as the laws of thermodynamics, but both may require modification when we have to do with living organisms.

The quantum theory is to be regarded as a purely "atomic" theory—that is, a theory applying directly to individual atoms or molecules. Thus in this volume the theory is divorced from its historical setting, for it is regarded as not *primarily* connected with the statistical behaviour of large collections of individuals. The changes required by the new quantum mechanics are discussed in the last chapter, although the results of the newer theory are inserted when necessary.

Mr. Fowler's book covers a very wide field and must prove indispensable to all serious students of modern theoretical physics.

W. P. KER'S LECTURES

Form and Style in Poetry: Lectures and Notes. By Prof. W. P. KER. Edited by Prof. R. W. CHAMBERS. (10s. 6d. net. Macmillan.)

Immensely valuable as is the late Prof. Ker's published work, there has been a very widespread feeling among those who came under the spell of his teaching, that something more of it could and should be preserved for posterity. But though he wrote out carefully the lectures he delivered to outside bodies, his method with the lectures he gave to his regular students was quite different. He prepared the substance of these lectures, but he did not write them out; he came into class with a pile of books under his arm, but he did not seem even to use notes. Even of the course on "Form and Style," given many times over, no notes have been discovered among his papers. On the other hand, he asked Dr. Elsie Hitchcock to attend his lectures for some years, and to let him have a verbatim report of what he said. It was presumably his intention to work up her reports into book form, but the intention was not carried out. Hence it is not easy to overstate the debt of gratitude which Ker's old students and the wider republic of letters owe to Dr. R. W. Chambers, who has collated Dr Hitchcock's reports with the note books of some of Ker's best students, and so succeeded in rescuing the substance of many lectures from the oblivion that must soon have overtaken them.

The volume is made up as follows. First comes Ker's British Academy lecture of 1909, "On the History of the Ballads, 1100–1500," reprinted from the Proceedings. Next comes his Clark lectures on "Chaucer and the Scottish Chaucerians" (three lectures) and on "Forms of English Poetry" (four lectures), taken from Ker's unpublished manuscript. But the main part of the book is filled by twenty-four London lectures on "Form and Style in Poetry," obtained in the way described above. Finally there are some fifty pages of "Notes and Illustrations," reprints of Ker's contributions to learned periodicals.

It is gratifying to find that these lectures preserve a larger body of Ker's authentic pronouncements on English poetry than was contained in the lectures which he delivered as Professor of Poetry at Oxford. The sureness of judgment in them is highly impressive, and will be more impressive still when the fashions of the moment have passed away and the reputations which Ker defended have come into their own again. One such case will be Browning, and we may hazard the conjecture that Ker's praise of "Luria," which Mr. Chesterton did not even mention in his book on Browning, will be justified by the verdict of posterity. He had a good word, too, for Mrs. Browning's "Aurora Leigh," which he found to be "still alive"; and here also he was surely right. The Scotchman is often said to joke "wi' difficultee." If the birth-pangs of Ker's jests were painful to him, they may provide some explanation of his long disconcerting silences. Certainly the humour was magnificent when it was allowed egress. That strong sense of humour, combined with unerring judgment, enables him to set right some traditional wrongs. How convincing is his defence of Wordsworth's much abused line, "And at the Hoop alighted, famous inn," that it is intentional burlesque; and his defence of "The Idiot Boy," that "it is written in baby language intentionally and humorously so, in a sort of game, the poet daring himself to use that language to bring out a story which told even in prose is pathetic."

AMERICAN EDUCATION

Education: Principles and Practices—an Introductory Course. By Dr. E. D. GRIZZELL. (New York: Macmillan. 10s. net.)

In this book on American education, Dr. Grizzell's approach is historical and comparative. "Our conception of education," he says, "is the result of the fusion of old world traditions with our new world experiences." We are not accustomed to think of the *Mayflower* as freighted with the educational traditions of the storied past. Some Puritan traditions survive in American life and education. But the true aroma of medieval education is not to be detected in American schools. This is not much loss. Dr. Grizzell's description of the historical background of American education in a brief preliminary chapter entitled "Our Educational Heritage," is therefore not altogether relevant or convincing, and some of his pemmicanized statements are open to criticism. He says, for instance, that "many of the monks, it is true, had little interest in and less ability for the task [of teaching], but a sufficient number 'carried on' to develop the medieval universities out of which have grown the great modern institutions of learning." Would it not be more correct to say that the medieval university was a protest against monastic educational ideals? The University of Paris was cradled in the *cathedral* school. Again, can it be said that the influence of Rousseau was "the great turning-point in modern education." We were surprised to see Herbert Spencer described as a "natural scientist" (footnote, p. 9).

The United States system of public education was started

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in Massachusetts in 1642, with the twin ideals of " learning and labour " regarded as " implyments which may be profitable to the common wealth." To these were added five years later that time-honoured educational impulse, a desire to prevent " the old deluder," Satan, from keeping men from the knowledge of the Scriptures. A truly prodigious tree has grown from this small seed. To the English reader, the statistics of American education are almost astronomical. We learn from one of the many useful tables printed in this book that the enrolment in elementary schools in 1923–4 was 22,372,075, in secondary schools 3,741,087, in normal colleges and schools 245,669, and in higher institutions nearly three-quarters of a million. Shades of the woman who lived in a shoe ! But the vast machine works smoothly.

This book, having been written primarily for American readers, must not be criticized if it fails to discuss questions in which English readers are specially interested—the dominance of women in elementary and secondary education in America, for instance. Of 617,076 teachers in public elementary schools in the United States in 1924, as many as 540,262 were women and 76,816 were men, a ratio of, say, seven to one, whereas, in 1890, the ratio was about two to one. To a less extent the same dominance is shown in " public high schools," but the position is reversed in universities and colleges. Co-education, again, about the merits of which English opinion is still fluid, is accepted in the United States, like the weather, as a mysterious fact. Nor do we find any detailed discussion of examinations as an educational agency and appraiser. And are there no racial and religious difficulties in American education ? *Per contra*, some of the special characteristics of American education are explained by Dr. Grizzell with great ability. Democracy, a much abused and overworked word, means, according to the dictionary, a method of government ; but for want of a better word we may speak of the " democratic ideals " of American education, sincerely held and steadfastly pursued by the American people and largely achieved by the American school system. Possibly those ideals work towards a standardized article, a mass-product, towards " thinking by numbers." We judge from Dr. Grizzell's interesting chapters on administration that the antagonism between teacher and administrator, with which we are too familiar on this side, does not exist in America. The superintendent of schools is accepted by the teachers as an expert and a colleague. And there is in America a continual urge towards improvement, a willingness to study education, to try new experiments, to " reorganize." With its virtues and defects, American Education is a world portent. English teachers, and indeed a wider public, will be well advised to watch and study its methods and results, and for this purpose no better " guide, philosopher, and friend " could be desired than the author of this book.

Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

Stitch Patterns and Design for Embroidery. By ANNE BRANDON-JONES. (Paper. 3s. net. Stiff Boards, 4s. net. Batsford.)

A Handbook of Greek and Roman Architecture. By Prof. D. S. ROBERTSON. (25s. net. Cambridge University Press.)

Nature Subjects. Reproductions of Paintings by BARBARA BRIGGS. No. 1. Farm Animals. No. 2. Wild Animals. No. 3. British Birds. No. 4. Field, Forest, and Stream (Series 1). No. 5. Field, Forest, and Stream (Series 2). No. 6. Field, Forest, and Stream (Series 3). No. 7. Field, Forest, and Stream (Series 4). No. 8. Working Animals. No. 9. Bible Animals. (1s. per packet of 12 pictures. Religious Tract Society.)

Barbara Briggs' Painting Books. No. 1. Our Village. No. 2. The Farm. No. 3. The Country. No. 4. Wood Folk. No. 5. Flowers. No. 6. Spring-Time. No. 7. Seaside. No. 8. Playtime. No. 9. The Zoo. No. 10. Animals. No. 11. Our Pets. No. 12. Happy Days. (6d. net each. Religious Tract Society.)

Animals in Black and White. Vol. V. Reptiles. Vol. VI. Fishes and Sea Animals. By E. F. DAGLISH. (2s. 6d. net each. Dent.)

Applied Design in the Precious Metals : an Educational Work in which Tool-Form and Material are Utilized in the Development of Design. By P. W. DAVIDSON. (7s. 6d. Longmans.)

Art in Ancient Rome. By Dr. E. STRONG. Volume I. *From the Earliest Times to the Principate of Nero.* Volume II. *From the Flavian Dynasty to Justinian, with Chapters on Painting and the Minor Arts in the First Century,* A.D. (10s. net each vol. Heinemann.)

Everyday Art at School and Home : A Book for Children, Parents, Teachers, and Students. By D. D. SAWER. (12s. 6d. net. Batsford.)

Self-Development in Drawing : As Interpreted by the Genius of Romano Dazzi and Other Children. By W. BECK. (21s. net. Putnam.)

The Homes of Other Days. Written and Illustrated by S. H. HEATH. (2s. 6d. G. Philip & Son.)

Crusaders : The Reminiscences of Constance Smedley (Mrs. MAXWELL ARMFIELD). (15s. net. Duckworth).

As a contribution to the history of the movement for the emancipation of women, Mrs. Maxwell Armfield's reminiscences are nearly as important in their way as " Emily Davies and Girton College." Handicapped by the crippling consequences of a fall in childhood, Constance Smedley's indomitable spirit triumphed over physical disabilities. Her portrait is evidence of a nature bubbling over with mirth, happiness, and sympathy. Manifold have been her activities, and very fruitful her labours. The founding of the Lyceum Club for Women, the institution of Cotswold Players and of the Greenleaf Theatre—these and many other enterprises are recorded in her light-hearted pages.

Byron : The last Journey, April, 1823—*April,* 1824. By H. NICOLSON. New Edition. (7s. 6d. net. Constable.)

Mr. Nicolson's brilliant study of the last year of Byron's life was one of the most important fruits of the centenary observed in 1924. This second and cheaper edition should win it new readers.

Roman History Extracts and Outlines. By A. N. W. SAUNDERS. (2s. 6d. Harrap.)

This is a book that will interest every teacher of Roman history, though many will think that it is too ideal and will be unsuitable for a practical schoolbook. The idea of the work has been what may be briefly described as the interspersing and illustrating of an English outline, from the foundation of Rome to the time of the Flavian emperors, with frequent extracts, in the original Latin, of what Roman writers themselves thought about the chief events of their history. There can be no doubt that it is a good idea to let the pupil gain his ideas of Roman history from the words of the Roman. The only question is, is it workable in school ? and the answer depends upon the extent to which the co-operation of the Latin master may be relied upon. Given the co-operation of the Latin master to the extent of basing his regular *construe* lessons upon the passages in this book, all will go well, and the book will provide a most interesting and successful course of lessons, but everything depends upon this.

New Chapters in the History of Greek Literature. Second Series. Some Recent Discoveries in Greek Poetry and Prose. Chiefly of the Fourth Century, B.C., and Later Times. Edited by J. U. POWELL and E. A. BARBER. (15s. net. Clarendon Press.)

First Stages in Latin. By Dr. C. A. F. GREEN. (2s. 6d. Mills & Boon.)

Readings from Ovid : Elegiacs. Edited by A. DUTHIE. (1s. 6d. Harrap.)

The Funeral Oration of Pericles. Translated out of Thucydides by T. HOBBES. (3s. 6d. net. Oxford University Press.)

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EDUCATION

(1) *A Selected List of Books for Parents and Teachers, Revised* 1928. Selected and Compiled by the Parents' Bibliography Committee of the Child Study Association of America. (25 cents. Child Study Association of America.)

(2) *Parents' Questions—My Child Will . . . My Child Won't . . . What Shall I Do?* (25 cents. Child Study Association of America.)

(3) *Child Study Discussion Records: Development—Method—Techniques.* By MARGARET J. QUILLIARD. (75 cents. Child Study Association of America.)

It has recently been said, and with much wisdom, that more would be gained by the study of educational movements in other lands than by our eternal disputes about specifically national issues. For the fundamental problems are not national at all. The above publications suggest a case in point. We in England have certainly not achieved a stable position as regards the relationship between home and school, parent and teacher. Each is apt to regard the other with a certain degree of hostility, which must inevitably be bad for the child. The Child Study Association of America represents a movement in favour of co-operation and mutual understanding. It exists for parents as well as for teachers. The select and annotated list of books for parents and teachers is excellent. The book of "parents' questions" is an example of the methods of publicity applied to the sane training of children. And the third publication noted above makes "suggestions for conducting a child-study group with mothers who work out by day." We commend these books to all who believe that the teachers' professional knowledge should be available for the parent.

Visual Instruction in the Public Schools. By ANNA V. DORRIS. (11s. 6d. net. Ginn.)

Most English teachers collect illustrations for their lessons in such subjects as geography and history, but very few have access to all the "visual aids" which American teachers seem to enjoy. This book was written to aid teachers who have been making inadequate or wasteful use of models, photographs, pictorial charts, lantern slides, and cinematograph films. In Part I each of these is dealt with in turn; Part II discusses their use in each of the usual class-room subjects; Part III is devoted to administrative problems and the training of teachers in "visual instruction." The book is excellently printed and illustrated, and is obviously based on practical experience.

The Questionnaire in Education: a Critique and Manual. By Prof. L. V. KOOS. (5s. 6d: New York: Macmillan.)

In spite of its unpopularity with those who have to answer it, the questionnaire is still a common method of educational research, and it would be well if all those who intend to use it in the future might read this book. The author justifies the use of the questionnaire provided (*a*) that the results obtained are valuable, and (*b*) that they could not be obtained by any other methods. He classifies and criticises the various types of response called for, and gives useful advice as to the preparation of the questionnaire form.

Compendium on the Magnificence, Dignity, and Excellence of the University of Paris in the Year of Grace 1517. Lately done into English by ROBERT BELLE BURKE for JOSIAH HARMAR PENNIMAN, Provost of the University of Pennsylvania. (10s. 6d. net. Philadelphia: University of Pennsylvania Press. London: Oxford University Press.)

A Housemaster and His Boys. By ONE OF THEM. (3s. 6d. net. Arnold.)

The Free Waldorf School at Stuttgart. By F. HARTLIEB. (6d. London: Anthroposophical Publishing Co. New York: Anthroposophic Press.)

The New Art of Education: Thirteen Lectures given at Ilkley (August, 1923) by R. Steiner. Edited by H. COLLISON. (7s. 6d. net. London: Anthroposophical Publishing Co. New York · Anthroposophic Press.)

History of the Roan School (The Greycoat School) and its Founder. By J. W. KIRBY. (7s. 6d. The Blackheath Press.)

English Girlhood at School: a Study of Women's Education through Twelve Centuries. By DOROTHY GARDINER. (18s. net. Oxford University Press.)

The Country School: its Practice and Problems. By M. K. ASHBY. (6s. net. Oxford University Press.)

Schools, Teachers, and Scholars in Soviet Russia. (2s. and 3s. 6d. net. Williams & Norgate.)

ENGLISH, POETRY, AND DRAMA

Shorter Novels. Volume One. Elizabethan and Jacobean. Jack of Newberie, Thomas of Reading, The Unfortunate Traveller, Carde of Fancie. (2s. net. Dent.)

Letters of Lord Chesterfield to his Son. (2s. net. Dent.)

A Letter from Sydney, the Principal Town of Australasia, and Other Writings on Colonization. By E. G. WAKEFIELD (2s. net. Dent.)

It is a far cry from the jollity and revelry of Jack of Newberie with its picture of the life of working folk in Elizabethan times to the sophistication and polish of Lord Chesterfield's Letters and to the ingenious propaganda of the "Letter from Sydney." This series becomes more and more comprehensive in its scope and in its recognition of and provision for the needs of Everyman.

The Borzoi Pocket Books. XXIV. Java Head. By J. HERGESHEIMER. (3s. 6d. Knopf.)

Tampico: A Novel. By J. HERGESHEIMER. (3s. 6d. Knopf.)

Mr. Hergesheimer's work is too well known to call for more than a welcome to it in this accessible form. It is, however, permissible to say that we prefer the undiluted Hergesheimer given to us in "Java Head" to "Tampico," with its reminiscences of Conrad and Masefield.

Up North: a Tale from Northern Canada. By Capt. T. LUND. (7s. 6d. Werner Laurie.)

A full-blooded story of adventures with the ever vigilant and romantic Royal North-Western Mounted Police.

Five Lives from Plutarch. Freely Retold by W. H. WATSON. Edited for Schools by A. J. J. RATCLIFFE. (1s. 6d. Nelson.)

The five lives selected are those of Themistocles, Alexander, Corrolanus, Julius Caesar and Brutus. Questions and notes do not obtrude themselves, but a number of useful examples of the former are given at the end of the book.

Higher Test Papers in English. By F. W. ROBINSON. (3s. Pitman.)

Test questions based on the examination papers set by the various bodies which examine for the Higher School Certificate. They are divided into chronological periods, and if used judiciously they may be serviceable in helping candidates to read their set-books with minds critically alert.

Modern English. By Dr. J. H. JAGGER. New and Revised Edition. (6s. net. University of London Press.)

It is most gratifying that a work so sound should have met with the recognition it deserves, as this early demand for a new edition testifies; to the general reader its freshness of view and fearlessness, its lack of bias, and urbanity of tone must specially recommend it. The substance of Chapter VII—Latin Grammar and English Grammars, with its appendix: On the Value of the Study of Latin for Writers and Speakers of English—is highly controversial, but the author puts his case mildly, and his accounts of the work of the "Latinizing grammarian" through three centuries is illuminating. Not many thoughtful teachers of young children will question the author's belief that English spelling, as it is used by the child in learning to read, is calculated to foster "apathy and unreason xpon a national scale." All his remarks on the effect of one system of spelling on the child's development are well worth perusal.

Practical and Literary English. By G. M. JONES and A. YATES. (4s. 6d. net. Dent.)

It is not clear for what sort of pupils this English course is intended. Some of the lessons would be quite suitable for children of nine; others imply maturity of outlook, and seem to suggest continuation schools or even adult classes studying English composition. But the teacher of English in any grade will find some helpful matter in these 464 well-stocked pages. Especially useful are the lessons in the history of words, *e.g.* grouping together all the common English derivatives from a Latin word like *curro*. More study of the origins and history of words would tend to check the indiscriminate use of supposed synonyms which so quickly destroys all the finer shades of language. The authors are successful in enlivening their instruction by humorous touches introduced without sacrifice of good taste or dignity.

The Bride Adorned. By D. L. MURRAY. (7s. 6d. net. Constable.)

By his theme—the conflict between Catholicism and ideals of political freedom in the Rome of the "sixties"—Mr. D. L. Murray challenges comparison with such notable, even if half-forgotten, novels as William Black's "Sunrise" and Mrs.

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Humphry Ward's "Eleanor." His book may be read with enjoyment for the pomp and beauty of the setting, and the subtly pervading atmosphere of conspiracy, but it does not grapple very seriously with the problems of belief and conflicting loyalties, and it flags in interest towards the close.

The Sun in Splendour: a London Comedy. By T. BURKE. Popular Edition. (3s. 6d. net. Constable).

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MODERN LANGUAGES

(1) *Notre-Dame de Paris*, 1482. By VICTOR HUGO. Abridged and annotated by DORIS GUNNELL. (2s. 6d. Nelson.)
(2) *Inductive Readings in German*. By Dr. F. W. KAUFMANN and Prof. E. W. BALDUF. Book III. Introduction to German Political and Cultural History. (7s. 6d. net. University of Chicago Press. London: Cambridge University Press.)
(3) *German Exercises*. By F. R. H. MCLELLAN. (3s. 6d. Cambridge University Press.)

(1) It has been often said that the young student of French should know well two periods of French literature—the *grand siècle* of Louis XIV and the first half of the nineteenth century. In this way he will be able to contrast the masterpieces of classic and of romantic art. Of the latter there is no better example in prose than the *Notre Dame* of Victor Hugo. For its excellence as well as for its faults—and both are great—it is a book that every student must read. It puts before him a rich vocabulary that he will meet in few other books. After the somewhat chaotic beginning the story sweeps along in the grand manner and the reader is carried away with enthusiasm to the tragic conclusion. The student, if he is of the right age, suddenly finds himself reading for pleasure what was before but a piece of dull prep. Miss Doris Gunnell has done her task of compression very adequately, and although it is a good plan to read books in their entirety, yet with such a wordy writer as Hugo it is permissible for the young to swallow him piecemeal. The story, as distinguished from the episodes, is a simple one and will always charm the romantic young. The elder ones will appreciate as well the well-known descriptions of fifteenth-century Paris, the *Cour des Miracles*, the bells of Paris, and the medieval cathedral. The editor adds quite an interesting introduction: such parts are usually read only by the teacher, but in this case select pupils may be induced to read it too. As all books in this admirable series the printing is clear and the vocabulary of unusual words helpful. The omission of a frontispiece of the cathedral is a pity.

(2) This third part of Inductive Readings leads the student on from the spirit of German life and literature he has read in the second part. It contains a very brief account of German history from the earliest times to the post-war period. In this latter some skating over thin ice is apparent, as the German and American points of view on the origin of the Great War differ vastly. There are notes, exercises, and a full vocabulary and this volume should suit a third-year class.

(3) These exercises are to be used with the same author's German grammar. They are short and should not occupy a student for more than the first, and perhaps the second, term of his German life. The sooner he gets to continuous reading the better, as sentences dull the greatest keenness.

Exercises in French Composition: A Companion to "French Practice for General School Examinations." By R. G. CATHELIN. (1s. 6d. Blackie.)
Higher Test Papers in French: For the Use of Candidates Preparing for the Higher School Certificate, Intermediate Arts and Similar Examinations. By E. T. GRIFFITHS. (5s. Pitman.)
Key to Higher Test Papers in French (English Passages). By E. T. GRIFFITHS and G. H. ROCHAT. (2s. net. Pitman.)
Elementary Spanish. By Prof. W. S. HENDRIX. (3s. Heath.)
A Spanish Grammar for Colleges. By E. C. HILLS and J. D. M. FORD. (3s. 6d. Heath.)
Modern German Short Stories. Selected and Edited by H. F. EGGELING. (3s. 6d. Clarendon Press.)
Cinco Articulos de Mariano José de Larra. Edited, with Notes and Vocabulary, by Prof. E. A. PEERS. (2s. Longmans.)
Le Robinson Suisse. By J. R. WYSS. Adapted and Edited by R. SCOTT. (1s. 6d. Clarendon Press.)
La Peau du Lion. By C. DE BERNARD. Adapted and Edited by Dr. R. W. HARTLAND. 1s. 6d. Clarendon Press.)

RELIGIOUS KNOWLEDGE

A Bible Anthology. Edited with Introduction by H. A. TREBLE and G. H. VALLINS. Reprinted. (1s. 6d. Murray.)

This admirable collection has already justified itself in a reprint. It forms an excellent handbook to the study of the English Bible as literature. The specimens here printed are classified according to their literary forms—*e.g.* we have examples of the long narrative, the short story, poetry, hymns, poetical prose, and letters. An excellent introduction discusses the Bible as literature. The book may be warmly commended.

School Bible Readings: Forming the Essential Narrative of the Old and New Testaments. Second edition, revised and illustrated. (5s. net. Oxford University Press.)

This excellent handbook—now in a second edition—provides the full text (R.V.) of the passages of Old Testament and New Testament prescribed by the syllabus accepted by the Headmasters' Conference for public and preparatory schools. The present issue is enriched by a glossary, maps, and illustrations.

Great Treasure: Scenes in Prose and Verse from the Bible. By H. B. ELLIOTT. (1s. 6d. net. Religious Tract Society.)

Another anthology of select Bible readings from the Old Testament and New Testament. It is suitable for junior forms, is illustrated, and is remarkably cheap.

Old Testament Lessons for Children. By A. H. SIDNEY. (2s. 6d. Sands.)

An interesting manual for Roman Catholic teachers, couched in the simplest of language. It deals with a series of Old Testament characters who are treated as types for the enforcement of certain doctrinal lessons.

Jesus of Nazareth. By Dr. C. Gore. (2s. 6d. net. Butterworth.)

In spite of its brevity, Dr. Gore's little book produces the impression of being full and satisfying. There is nothing in the least jejune about it. It is a little masterpiece of lucid and compressed statement and is obviously the work of a master of his subject, and of one who has something important to say about it. The book includes chapters on the background; the Galilaean ministry of Jesus; the teaching of Jesus; the rejection and Crucifixion; as well as deeply interesting discussions of the trustworthiness of the Gospels, and of the resurrection, and the faith of the apostles. Dr. Gore frankly faces the difficulties, and is always candid. This little book ought to be read by friends and foes alike.

The Starting-Place of Prayer. By N. C. SHERWOOD. (3s. 6d. net. Heffer.)

This little book is a veritable document of first-hand human experience. The author describes in simple and modest language how he discovered the way of true communion with the Divine. The book is well worth careful reading and study.

First Prayers: a Manual of Help for Parents in the Instruction of their Children in Prayer. By J. OXENHAM and Dr. R. DUNKERLEY. (2s. 6d. net. Methuen.)
Finding God: A Glance at Ancient Times for Boys and Girls. By G. W. TAYLOR. (3s. 6d. S.P.C.K. St. Christopher Press.)
Conduct and Character: Ethical Readings from the Bible. Arranged and Edited by C. W. BAILEY and Rev. M. STEVENSON. (1s. 6d. Dent.)
Christian Ethics: The George Dana Boardman Lectures, 1927. (6s. 6d. net. Philadelphia: University of Pennsylvania Press. London: Oxford University Press.)
Stories from the Bible. By W. DE LA MARE. (7s. 6d. net. Faber & Gwyer.)
The History of Christianity in the Light of Modern Knowledge: a Collective Work. (25s. net. Blackie.)

Hearty congratulations are due to Mr. J. W. Robertson Scott, of Idbury, Kingham, Oxford, the editor and publisher of *The Countryman*, an entertaining but serious little quarterly review of rural life and industry which enters upon its third year with the April issue. We commend the journal to all who have an interest, professional or otherwise, in the countryside, and wish it many more years of activity.

* * *

Among the many valuable public lectures to be delivered at KING'S COLLEGE, LONDON, during the present term are the following: "Problems of Place-Name Study," by Prof. A. Mawer, of Liverpool (May 3, 10, and 17); "Contemporary Russia," by Sir Bernard Pares (April 30 and eight succeeding Tuesdays); and "Organic Chemistry," by Prof. P. Karrer, of Zurich (May 30, June 3 and 6). The lecture hour in each case is 5.30 p.m.

(*Continued on page* 360)

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Oundle School, Northants	July 30 to Sept. 20	Speech Day, June 22.
Park School for Girls, Glasgow	June 21 to Sept. 5	Sports, May 31. Gymnastic Competition, June 13. Prizegiving, June 21.
Plymouth College ..	July 27 to Sept. 20	Annual Athletic Sports, May 4. College Fête, June 1. Prize Day, Oct. 2.
Pocklington School, Yorks	July 26 to Sept. 17	Commemoration and Speech Day, July 24.
Portora Royal School, Enniskillen	July 26 to	Sports Day, July 25.
Queen's School, Chester	July 31 to Sept. 18	
Reading School ..	July 30 to	O.T.C. Inspection, June 6. M.C.C. Cricket Match, June 26.
Repton School, Derby ..	July 30 to Sept. 20	O.T.C. Inspection, June 27. Speech Day, June 28. Commemoration Sunday, June 30. Shrewsbury *v.* Repton, June 6.
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Royal Grammar School, Newcastle-upon-Tyne	July 25 to Sept. 11	
Royal Grammar School, Worcester	July 30 to Sept. 19	School Sports, May 2.
Rugby School	July 30 to Sept. 26	Speech Day, June 22.
Seaford College, Sussex..	July 30 to Sept. 20	Athletic Sports, May 18.
Sherborne School ..	July 30 to Sept. 20	Commemoration, June 22.
Simon Langton School for Girls, Canterbury ..	July 24 to Sept. 12	Commemoration Service, July 23.
South-Eastern Agricultural College, Wye	July 20 to Oct. 7	Cricket Week, July 15-19.
Stamford School ..	July 27 to	Speech Day, July 13.
Stonyhurst College, Blackburn	July 29 to Sept. 24	
Stowe School, Bucks ..	July 30 to Sept. 19	
St. Bees School, Cumberland	July 30 to Sept. 26	Speech Day, June 22.
St. Bride's School for Girls, Edinburgh	July 25 to Oct. 1	
St. Columba's College, Rathfarnham	July 25 to	St. Columba's Day, June 8. Old Columban Cricket Match, June 8.
St. John's School, Leatherhead	July 27 to	Speech Day, July 2.
St. Michael's School for Girls, East Grinstead	July 26 to Sept. 23	School Sports, May 9. Old Girls' Day, June 29. Cricket Match, School *v.* Fathers, July 5.
St. Peter's School, York	July 31 to Sept. 18	Commemoration Days, July 20-21. Cricket, School *v.* M.C.C., July 6.
Taunton School ..	July 30 to Sept. 19	Commemoration Day, July 28. Prize Day, July 29.
Trent College, Derbyshire	July 30 to Sept. 20	Speech Day, June 29.
Trinity College, Glenalmond	July 24 to Sept. 20	Commemoration Day, July 23.
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Victoria College, Jersey	July 29 to Sept. 18	
Westminster School ..	July 30 to Sept. 19	
Weymouth College ..	July 30 to Sept. 20	Speech Day, July 27.
Wheelwright Grammar School, Dewsbury	July 18 to Sept. 10	Athletic Sports, May 7.
Worksop College, Notts.	July 30 to	Speech Day, June 25.
Wrekin College, Wellington	July 30 to Sept. 25	O.T.C. Inspection, May 31. Prize Day, June 21.
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Reviews

STATISTICAL MECHANICS

Statistical Mechanics: The Theory of the Properties of Matter in Equilibrium. Based on an Essay Awarded the Adams Prize in the University of Cambridge, 1923-24. By R. H. FOWLER. (35s. net. Cambridge University Press.)

This comprehensive volume on statistical mechanics is based on the Adams Prize Essay for 1923-24, and no more competent authority on the subject could be found than Mr. R. H. Fowler whose work in association with Prof. C. G. Darwin has done so much to improve the method of attack. In general we have to deal in physical problems with dynamical systems which are collections of large numbers of similar atoms, molecules, or electrons. "The first object of statistical mechanics is to determine all the 'normal' properties of such an assembly and correlate them with the properties of matter in bulk as we know it, when the assembly is in complete equilibrium." The main subject of the monograph is, therefore, the study of statistical equilibrium. The mechanism by which the equilibrium is reached is of comparatively small importance in this discussion. Any possible mechanism of interaction, left to act by itself, must set up and preserve the laws of statistical equilibrium.

Attention may be directed to the statement that in general a particular process can never be supposed to be able to act alone, unaccompanied by a corresponding reverse process; only the two together form a possible single mechanism. Consequently the world considered is an ideal construction, which may differ in important particulars from the world of human experience. The theorems of statistical mechanics appear to have something of the same generality as the laws of thermodynamics, but both may require modification when we have to do with living organisms.

The quantum theory is to be regarded as a purely "atomic" theory—that is, a theory applying directly to individual atoms or molecules. Thus in this volume the theory is divorced from its historical setting, for it is regarded as not *primarily* connected with the statistical behaviour of large collections of individuals. The changes required by the new quantum mechanics are discussed in the last chapter, although the results of the newer theory are inserted when necessary.

Mr. Fowler's book covers a very wide field and must prove indispensable to all serious students of modern theoretical physics.

W. P. KER'S LECTURES

Form and Style in Poetry: Lectures and Notes. By Prof. W. P. KER. Edited by Prof. R. W. CHAMBERS. (10s. 6d. net. Macmillan.)

Immensely valuable as is the late Prof. Ker's published work, there has been a very widespread feeling among those who came under the spell of his teaching, that something more of it could and should be preserved for posterity. But though he wrote out carefully the lectures he delivered to outside bodies, his method with the lectures he gave to his regular students was quite different. He prepared the substance of these lectures, but he did not write them out; he came into class with a pile of books under his arm, but he did not seem even to use notes. Even of the course on "Form and Style," given many times over, no notes have been discovered among his papers. On the other hand, he asked Dr. Elsie Hitchcock to attend his lectures for some years, and to let him have a verbatim report of what he said. It was presumably his intention to work up her reports into book form, but the intention was not carried out. Hence it is not easy to overstate the debt of gratitude which Ker's old students and the wider republic of letters owe to Dr. R. W. Chambers, who has collated Dr Hitchcock's reports with the note books of some of Ker's best students, and so succeeded in rescuing the substance of many lectures from the oblivion that must soon have overtaken them.

The volume is made up as follows. First comes Ker's British Academy lecture of 1909, "On the History of the Ballads, 1100–1500," reprinted from the Proceedings. Next comes his Clark lectures on "Chaucer and the Scottish Chaucerians" (three lectures) and on "Forms of English Poetry" (four lectures), taken from Ker's unpublished manuscript. But the main part of the book is filled by twenty-four London lectures on "Form and Style in Poetry," obtained in the way described above. Finally there are some fifty pages of "Notes and Illustrations," reprints of Ker's contributions to learned periodicals.

It is gratifying to find that these lectures preserve a larger body of Ker's authentic pronouncements on English poetry than was contained in the lectures which he delivered as Professor of Poetry at Oxford. The sureness of judgment in them is highly impressive, and will be more impressive still when the fashions of the moment have passed away and the reputations which Ker defended have come into their own again. One such case will be Browning, and we may hazard the conjecture that Ker's praise of "Luria," which Mr. Chesterton did not even mention in his book on Browning, will be justified by the verdict of posterity. He had a good word, too, for Mrs. Browning's "Aurora Leigh," which he found to be "still alive"; and here also he was surely right. The Scotchman is often said to joke "wi' difficultee." If the birth-pangs of Ker's jests were painful to him, they may provide some explanation of his long disconcerting silences. Certainly the humour was magnificent when it was allowed egress. That strong sense of humour, combined with unerring judgment, enables him to set right some traditional wrongs. How convincing is his defence of Wordsworth's much abused line, "And at the Hoop alighted, famous inn," that it is intentional burlesque; and his defence of "The Idiot Boy," that "it is written in baby language intentionally and humorously so, in a sort of game, the poet daring himself to use that language to bring out a story which told even in prose is pathetic."

AMERICAN EDUCATION

Education: Principles and Practices—an Introductory Course. By Dr. E. D. GRIZZELL. (New York: Macmillan. 10s. net.)

In this book on American education, Dr. Grizzell's approach is historical and comparative. "Our conception of education," he says, "is the result of the fusion of old world traditions with our new world experiences." We are not accustomed to think of the *Mayflower* as freighted with the educational traditions of the storied past. Some Puritan traditions survive in American life and education. But the true aroma of medieval education is not to be detected in American schools. This is not much loss. Dr. Grizzell's description of the historical background of American education in a brief preliminary chapter entitled "Our Educational Heritage," is therefore not altogether relevant or convincing, and some of his pemmicanized statements are open to criticism. He says, for instance, that "many of the monks, it is true, had little interest in and less ability for the task [of teaching], but a sufficient number 'carried on' to develop the medieval universities out of which have grown the great modern institutions of learning." Would it not be more correct to say that the medieval university was a protest against monastic educational ideals? The University of Paris was cradled in the *cathedral* school. Again, can it be said that the influence of Rousseau was "the great turning-point in modern education." We were surprised to see Herbert Spencer described as a "natural scientist" (footnote, p. 9).

The United States system of public education was started

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in Massachusetts in 1642, with the twin ideals of " learning and labour " regarded as " implyments which may be profitable to the common wealth." To these were added five years later that time-honoured educational impulse, a desire to prevent " the old deluder," Satan, from keeping men from the knowledge of the Scriptures. A truly prodigious tree has grown from this small seed. To the English reader, the statistics of American education are almost astronomical. We learn from one of the many useful tables printed in this book that the enrolment in elementary schools in 1923–4 was 22,372,075, in secondary schools 3,741,087, in normal colleges and schools 245,669, and in higher institutions nearly three-quarters of a million. Shades of the woman who lived in a shoe ! But the vast machine works smoothly.

This book, having been written primarily for American readers, must not be criticized if it fails to discuss questions in which English readers are specially interested—the dominance of women in elementary and secondary education in America, for instance. Of 617,076 teachers in public elementary schools in the United States in 1924, as many as 540,262 were women and 76,816 were men, a ratio of, say, seven to one, whereas, in 1890, the ratio was about two to one. To a less extent the same dominance is shown in " public high schools," but the position is reversed in universities and colleges. Co-education, again, about the merits of which English opinion is still fluid, is accepted in the United States, like the weather, as a mysterious fact. Nor do we find any detailed discussion of examinations as an educational agency and appraiser. And are there no racial and religious difficulties in American education ? *Per contra*, some of the special characteristics of American education are explained by Dr. Grizzell with great ability. Democracy, a much abused and overworked word, means, according to the dictionary, a method of government ; but for want of a better word we may speak of the " democratic ideals " of American education, sincerely held and steadfastly pursued by the American people and largely achieved by the American school system. Possibly those ideals work towards a standardized article, a mass-product, towards " thinking by numbers." We judge from Dr. Grizzell's interesting chapters on administration that the antagonism between teacher and administrator, with which we are too familiar on this side, does not exist in America. The superintendent of schools is accepted by the teachers as an expert and a colleague. And there is in America a continual urge towards improvement, a willingness to study education, to try new experiments, to " reorganize." With its virtues and defects, American Education is a world portent. English teachers, and indeed a wider public, will be well advised to watch and study its methods and results, and for this purpose no better " guide, philosopher, and friend " could be desired than the author of this book.

Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

Stitch Patterns and Design for Embroidery. By ANNE BRANDON-JONES. (Paper. 3s. net. Stiff Boards, 4s. net. Batsford.)

A Handbook of Greek and Roman Architecture. By Prof. D. S. ROBERTSON. (25s. net. Cambridge University Press.)

Nature Subjects. Reproductions of Paintings by BARBARA BRIGGS. No. 1. Farm Animals. No. 2. Wild Animals. No. 3. British Birds. No. 4. Field, Forest, and Stream (Series 1). No. 5. Field, Forest, and Stream (Series 2). No. 6. Field, Forest, and Stream (Series 3). No. 7. Field, Forest, and Stream (Series 4). No. 8. Working Animals. No. 9. Bible Animals. (1s. per packet of 12 pictures. Religious Tract Society.)

Barbara Briggs' Painting Books. No. 1. Our Village. No. 2. The Farm. No. 3. The Country. No. 4. Wood Folk. No. 5. Flowers. No. 6. Spring-Time. No. 7. Seaside. No. 8. Play-time. No. 9. The Zoo. No. 10. Animals. No. 11. Our Pets. No. 12. Happy Days. (6d. net each. Religious Tract Society.)

Animals in Black and White. Vol. V. Reptiles. Vol. VI. Fishes and Sea Animals. By E. F. DAGLISH. (2s. 6d. net each. Dent.)

Applied Design in the Precious Metals : an Educational Work in which Tool-Form and Material are Utilized in the Development of Design. By P. W. DAVIDSON. (7s. 6d. Longmans.)

Art in Ancient Rome. By Dr. E. STRONG. Volume I. *From the Earliest Times to the Principate of Nero.* Volume II. *From the Flavian Dynasty to Justinian, with Chapters on Painting and the Minor Arts in the First Century,* A.D. (10s. net each vol. Heinemann.)

Everyday Art at School and Home : A Book for Children, Parents, Teachers, and Students. By D. D. SAWER. (12s. 6d. net. Batsford.)

Self-Development in Drawing : As Interpreted by the Genius of Romano Dazzi and Other Children. By W. BECK. (21s. net. Putnam.)

The Homes of Other Days. Written and Illustrated by S. H. HEATH. (2s. 6d. G. Philip & Son.)

Crusaders : The Reminiscences of Constance Smedley (Mrs. MAXWELL ARMFIELD). (15s. net. Duckworth).

As a contribution to the history of the movement for the emancipation of women, Mrs. Maxwell Armfield's reminiscences are nearly as important in their way as " Emily Davies and Girton College." Handicapped by the crippling consequences of a fall in childhood, Constance Smedley's indomitable spirit triumphed over physical disabilities. Her portrait is evidence of a nature bubbling over with mirth, happiness, and sympathy. Manifold have been her activities, and very fruitful her labours. The founding of the Lyceum Club for Women, the institution of Cotswold Players and of the Greenleaf Theatre—these and many other enterprises are recorded in her light-hearted pages.

Byron : The last Journey, April, 1823—*April,* 1824. By H. NICOLSON. New Edition. (7s. 6d. net. Constable.)

Mr. Nicolson's brilliant study of the last year of Byron's life was one of the most important fruits of the centenary observed in 1924. This second and cheaper edition should win it new readers.

Roman History Extracts and Outlines. By A. N. W. SAUNDERS. (2s. 6d. Harrap.)

This is a book that will interest every teacher of Roman history, though many will think that it is too ideal and will be unsuitable for a practical schoolbook. The idea of the work has been what may be briefly described as the interspersing and illustrating of an English outline, from the foundation of Rome to the time of the Flavian emperors, with frequent extracts, in the original Latin, of what Roman writers themselves thought about the chief events of their history. There can be no doubt that it is a good idea to let the pupil gain his ideas of Roman history from the words of the Roman. The only question is, is it workable in school ? and the answer depends upon the extent to which the co-operation of the Latin master may be relied upon. Given the co-operation of the Latin master to the extent of basing his regular *construe* lessons upon the passages in this book, all will go well, and the book will provide a most interesting and successful course of lessons, but everything depends upon this.

New Chapters in the History of Greek Literature. Second Series. Some Recent Discoveries in Greek Poetry and Prose. Chiefly of the Fourth Century, B.C., and Later Times. Edited by J. U. POWELL and E. A. BARBER. (15s. net. Clarendon Press.)

First Stages in Latin. By Dr. C. A. F. GREEN. (2s. 6d. Mills & Boon.)

Readings from Ovid : Elegiacs. Edited by A. DUTHIE. (1s. 6d. Harrap.)

The Funeral Oration of Pericles. Translated out of Thucydides by T. HOBBES. (3s. 6d. net. Oxford University Press.)

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EDUCATION

(1) *A Selected List of Books for Parents and Teachers, Revised* 1928. Selected and Compiled by the Parents' Bibliography Committee of the Child Study Association of America. (25 cents. Child Study Association of America.)

(2) *Parents' Questions—My Child Will . . . My Child Won't . . . What Shall I Do?* (25 cents. Child Study Association of America.)

(3) *Child Study Discussion Records: Development—Method—Techniques.* By MARGARET J. QUILLIARD. (75 cents. Child Study Association of America.)

It has recently been said, and with much wisdom, that more would be gained by the study of educational movements in other lands than by our eternal disputes about specifically national issues. For the fundamental problems are not national at all. The above publications suggest a case in point. We in England have certainly not achieved a stable position as regards the relationship between home and school, parent and teacher. Each is apt to regard the other with a certain degree of hostility, which must inevitably be bad for the child. The Child Study Association of America represents a movement in favour of co-operation and mutual understanding. It exists for parents as well as for teachers. The select and annotated list of books for parents and teachers is excellent. The book of "parents' questions" is an example of the methods of publicity applied to the sane training of children. And the third publication noted above makes "suggestions for conducting a child-study group with mothers who work out by day." We commend these books to all who believe that the teachers' professional knowledge should be available for the parent.

Visual Instruction in the Public Schools. By ANNA V. DORRIS. (11s. 6d. net. Ginn.)

Most English teachers collect illustrations for their lessons in such subjects as geography and history, but very few have access to all the "visual aids" which American teachers seem to enjoy. This book was written to aid teachers who have been making inadequate or wasteful use of models, photographs, pictorial charts, lantern slides, and cinematograph films. In Part I each of these is dealt with in turn; Part II discusses their use in each of the usual class-room subjects; Part III is devoted to administrative problems and the training of teachers in "visual instruction." The book is excellently printed and illustrated, and is obviously based on practical experience.

The Questionnaire in Education: a Critique and Manual. By Prof. L. V. Koos. (5s. 6d: New York: Macmillan.)

In spite of its unpopularity with those who have to answer it, the questionnaire is still a common method of educational research, and it would be well if all those who intend to use it in the future might read this book. The author justifies the use of the questionnaire provided (*a*) that the results obtained are valuable, and (*b*) that they could not be obtained by any other methods. He classifies and criticises the various types of response called for, and gives useful advice as to the preparation of the questionnaire form.

Compendium on the Magnificence, Dignity, and Excellence of the University of Paris in the Year of Grace 1517. Lately done into English by ROBERT BELLE BURKE for JOSIAH HARMAR PENNIMAN, Provost of the University of Pennsylvania. (10s. 6d. net. Philadelphia: University of Pennsylvania Press. London: Oxford University Press.)

A Housemaster and His Boys. By ONE OF THEM. (3s. 6d. net. Arnold.)

The Free Waldorf School at Stuttgart. By F. HARTLIEB. (6d. London: Anthroposophical Publishing Co. New York: Anthroposophic Press.)

The New Art of Education: Thirteen Lectures given at Ilkley (August, 1923) by R. Steiner. Edited by H. COLLISON. (7s. 6d. net. London: Anthroposophical Publishing Co. New York · Anthroposophic Press.)

History of the Roan School (The Greycoat School) and its Founder. By J. W. KIRBY. (7s. 6d. The Blackheath Press.)

English Girlhood at School: a Study of Women's Education through Twelve Centuries. By DOROTHY GARDINER. (18s. net. Oxford University Press.)

The Country School: its Practice and Problems. By M. K. ASHBY. (6s. net. Oxford University Press.)

Schools, Teachers, and Scholars in Soviet Russia. (2s. and 3s. 6d. net. Williams & Norgate.)

ENGLISH, POETRY, AND DRAMA

Shorter Novels. Volume One. Elizabethan and Jacobean. Jack of Newberie, Thomas of Reading, The Unfortunate Traveller, Carde of Fancie. (2s. net. Dent.)

Letters of Lord Chesterfield to his Son. (2s. net. Dent.)

A Letter from Sydney, the Principal Town of Australasia, and Other Writings on Colonization. By E. G. WAKEFIELD (2s. net. Dent.)

It is a far cry from the jollity and revelry of Jack of Newberie with its picture of the life of working folk in Elizabethan times to the sophistication and polish of Lord Chesterfield's Letters and to the ingenious propaganda of the "Letter from Sydney." This series becomes more and more comprehensive in its scope and in its recognition of and provision for the needs of Everyman.

The Borzoi Pocket Books. XXIV. Java Head. By J. HERGESHEIMER. (3s. 6d. Knopf.)

Tampico: A Novel. By J. HERGESHEIMER. (3s. 6d. Knopf.)

Mr. Hergesheimer's work is too well known to call for more than a welcome to it in this accessible form. It is, however, permissible to say that we prefer the undiluted Hergesheimer given to us in "Java Head" to "Tampico," with its reminiscences of Conrad and Masefield.

Up North: a Tale from Northern Canada. By Capt. T. LUND. (7s. 6d. Werner Laurie.)

A full-blooded story of adventures with the ever vigilant and romantic Royal North-Western Mounted Police.

Five Lives from Plutarch. Freely Retold by W. H. WATSON. Edited for Schools by A. J. J. RATCLIFFE. (1s. 6d. Nelson.)

The five lives selected are those of Themistocles, Alexander, Corrolanus, Julius Caesar and Brutus. Questions and notes do not obtrude themselves, but a number of useful examples of the former are given at the end of the book.

Higher Test Papers in English. By F. W. ROBINSON. (3s. Pitman.)

Test questions based on the examination papers set by the various bodies which examine for the Higher School Certificate. They are divided into chronological periods, and if used judiciously they may be serviceable in helping candidates to read their set-books with minds critically alert.

Modern English. By Dr. J. H. JAGGER. New and Revised Edition. (6s. net. University of London Press.)

It is most gratifying that a work so sound should have met with the recognition it deserves, as this early demand for a new edition testifies; to the general reader its freshness of view and fearlessness, its lack of bias, and urbanity of tone must specially recommend it. The substance of Chapter VII—Latin Grammar and English Grammars, with its appendix: On the Value of the Study of Latin for Writers and Speakers of English—is highly controversial, but the author puts his case mildly, and his accounts of the work of the "Latinizing grammarian" through three centuries is illuminating. Not many thoughtful teachers of young children will question the author's belief that English spelling, as it is used by the child in learning to read, is calculated to foster "apathy and unreason xpon a national scale." All his remarks on the effect of one system of spelling on the child's development are well worth perusal.

Practical and Literary English. By G. M. JONES and A. YATES. (4s. 6d. net. Dent.)

It is not clear for what sort of pupils this English course is intended. Some of the lessons would be quite suitable for children of nine; others imply maturity of outlook, and seem to suggest continuation schools or even adult classes studying English composition. But the teacher of English in any grade will find some helpful matter in these 464 well-stocked pages. Especially useful are the lessons in the history of words, *e.g.* grouping together all the common English derivatives from a Latin word like *curro*. More study of the origins and history of words would tend to check the indiscriminate use of supposed synonyms which so quickly destroys all the finer shades of language. The authors are successful in enlivening their instruction by humorous touches introduced without sacrifice of good taste or dignity.

The Bride Adorned. By D. L. MURRAY. (7s. 6d. net. Constable.)

By his theme—the conflict between Catholicism and ideals of political freedom in the Rome of the "sixties"—Mr. D. L. Murray challenges comparison with such notable, even if half-forgotten, novels as William Black's "Sunrise" and Mrs.

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Humphry Ward's "Eleanor." His book may be read with enjoyment for the pomp and beauty of the setting, and the subtly pervading atmosphere of conspiracy, but it does not grapple very seriously with the problems of belief and conflicting loyalties, and it flags in interest towards the close.

The Sun in Splendour: a London Comedy. By T. BURKE. Popular Edition. (3s. 6d. net. Constable).

Generations of authors have written about "mine host" of the country inn, the tavern keeper of the Continent, and the bar-tender of the Far West. It has been left to Mr. Burke to weave a story round the life of a London publican of to-day. David Scollard is the proprietor of "The Sun in Splendour," a public-house in Islington. Music is his main interest, and it is through his son Christopher that this music-urge eventually finds creative expression. Out of the every-day occurrences of London life Mr. Burke constructs a tale full of drama, and it is because of his intimate knowledge of the life he describes that his work is so convincing. The author has a fund of humour which finds expression in his characterization of the Scollard family, and in his presentation of the typical conversation of a Sunday afternoon tea-party. The story is amusing and interesting, and should appeal to a wide circle of readers.

The Life and Death of Mr. Badman. By JOHN BUNYAN. (Cloth, 2s. net. Leather, 3s. 6d. net. Oxford University Press.)

Pitman's Common-Sense English Course. By F. F. POTTER. Junior Series. (Book III. Paper, 9d. Cloth, 1s. Book IV. Paper, 1s. Cloth, 1s. 3d. Pitman.)

The African Life Readers. By RACHEL A. FULLER. (Primer, 1s. A First Reader, 1s. 3d. A Second Reader, 1s. 6d. A Third Reader, 1s. 6d. Ginn.)

The New June. By H. NEWBOLT. *Eugenie Grandet.* By H. DE BALZAC. *The Warden.* By A. TROLLOPE. *The Professor.* By CHARLOTTE BRONTË. (1s. 6d. net each. Nelson.)

The Phonetics of English. By IDA C. WARD. (5s. net. Heffer.)

The Whirligig of Taste. By E. E. KELLETT. (3s. 6d. The Hogarth Press.)

Large Type Story. Reader III. (Cardiff and Wrexham: The Educational Publishing Co.)

Starved Fields. By E. J. JONES. (7s. 6d. net. Constable.)

The Path of Glory. By G. BLAKE. (6s. net. Constable.)

The Doves' Nest and Other Stories. By KATHERINE MANSFIELD. (3s. 6d. net. Constable.)

Romance in History: from Sir Walter Scott, Sophia Lee, John Leland, Maria Edgeworth, Susan Ferrier, Jane Porter, and Christopher North. Selected, with Introduction, Notes, and Tables, by R. B. JOHNSON. (3s. 6d. Lane, The Bodley Head.)

A Grammar of the English Sentence (A Course for Schools). By H. R. HARRIES. (2s. Knopf.)

Gateways to English. Book I. By E. G. BROWNE. (Paper, 7d. Cloth, 10d. McDougall's Educational Co.)

Study Reading: A Graded Book for Silent Reading and Intensive Thinking. By J. METHVEN. (Limp Cloth, 1s. 6d. Cloth Boards, 1s. 10d. McDougall's Educational Co.)

Dark Hester. By ANNE D. SEDGWICK. (7s. 6d. net. Constable.)

Theresa: The Chronicle of a Woman's Life. By A. SCHNITZLER. (7s. 6d. net. Constable.)

The Elfin Ringer and Other Stories. By MARJORIE BEVAN. (10d. Low & Marston.)

Précis-Writing: A Modern Course, Including Paraphrasing and Narrative-Writing, with Worked Examples. By Dr. A. S. COLLINS and M. A. PINK. (3s. 6d. University Tutorial Press.)

An English Heritage. By W. HILL. 4 vols. Second Edition. (2s. 6d. each. Nisbet.)

The Land of Romance and Adventure. By W. Hill. (2s. 4d. Nisbet.)

E.P.C. New Reading Scheme. By L. JESSE. 9 Steps. (22s. 6d. Cardiff and Wrexham: Educational Publishing Co.)

Swords on the Sea. By AGNES D. HEWES. (10s. 6d. Knopf.)

The Riven Pall. By RONALD GURNER. (7s. 6d. net. Dent.)

East South East. By F. V. MORLEY. (7s. 6d. net. Longmans.)

The Decline of the Age of Louis XIV, or French Literature 1687–1715. By A. TILLEY. (25s. net. Cambridge University Press.)

The Sentence Method of Teaching Reading. By Dr. J. H. JAGGER. (3s. 6d. The Grant Educational Co.)

Some Chapters on Writing English. By Lieut.-Col. J. H. GETTINS. (3s. Longmans.)

Studies in the Poetry of Science. Life. By Dr. J. BELLING. (San Francisco: The Margaret Mary Morgan Co.)

The author who undertakes to express the teachings of science in verse has set himself a hard task, but many of the pieces in this closely-printed little volume—for example, the vigorous "Social Fight" (p. 40)—succeed in reconciling scientific theory with poetical expression.

Through Golden Gates to Narrative and Descriptive Poetry. Edited by W. J. GLOVER. 3 vols. (Paper, 10d. each. Cloth, 1s. each. Cassell.)

Though many of these poems are well known, none are so hackneyed as to be unwelcome, and nearly all conform to a standard which does not admit that even young children shall have their taste corrupted, their judgment impaired and their memories burdened with trivial rhymes. S. W. Foss's, "The Calf Path" preaches a moral for the conservative in diverting fashion.

The Phormio of Terence. Translated into English by F. PERRY. (3s. 6d. net. Oxford University Press.)

Terence's comedy is here rendered into spirited and idiomatic English, in which prose, blank verse and rhyme are pleasantly intermixed. Very beautifully printed by the Oxford Press.

The School Drama in England. By T. H. V. MOTTER. (15s. net. Longmans.)

Mr. Motter traces school drama as far back as cathedral choirs in the ninth century. He has written a scholarly book, but confined himself too strictly to the older and more famous foundations. It is not these that have done most for the drama in the last hundred years, as indeed he admits by his commendation of the Greek plays in the chalk pit at Bradfield. Remarkably good Shakespeare performances have been given at many schools, some at girls' schools, some even at choir schools, which deserve a place in the chronicle.

Great Modern British Plays. Selected By J. S. MARRIOTT. (8s. 6d. net. Harrap).

We welcome this addition to Messrs. Harrap's series of "omnibus" volumes, a form of production which appears to be increasing in popularity. Mr. Marriott, whose collection of "One Act Plays of To-Day" has been widely appreciated, has grouped together nineteen plays representative of modern British Drama. It is regrettable that he was unable to include a play by either Bernard Shaw or Sir James Barrie in his anthology. In an interesting preface Mr. Marriott compares the present period of British drama with the Elizabethan. The drama has become pre-eminently the medium for the expression of modern thought, and analysts of the present age will find its tendencies most clearly indicated in the leading plays of our day. Unfortunately, there is no central London theatre which is always ready to place a repertory of British masterpieces, and, therefore, we must read what we cannot always see. For this reason such an anthology as is here presented serves a really useful purpose in providing us in compact form, and at a moderate price, with a collection of representative modern plays.

A Book of Blank Verse. Chosen by E. E. REYNOLDS. (1s. 6d. Macmillan.)

Notes to the Golden Treasury of Songs and Lyrics. Books I-V. By J. H. FOWLER. (4s. Macmillan.)

The Bankside Acting Edition of Shakespeare. Edited by F. J. H. DARTON. *Hamlet. King Lear.* (1s. net each. Gardner & Darton.)

Notes to a Book of Verse for Boys and Girls. Compiled by J. C. SMITH. (2s. Clarendon Press.)

Shakespeare. King Henry V. Edited by A. J. F. COLLINS and G. E. HOLLINGWORTH. (2s. Paper, 1s. 6d. University Tutorial Press.)

The Toy Soldiers and Other Musical Plays. By H. HOWLAND and E. S. MONRO. (2s. 6d. net. Gardner & Darton.)

A Selection of Great Poetry. Compiled by C. J. POWER. (2s. Rivingtons.)

A Myth of Shakespeare. By C. WILLIAMS. (5s. net. Oxford University Press.)

Notes to Poems of To-day. Compiled by H. R. HALL. Series I and II. (6d. each. Sidgwick & Jackson.)

Very Young Verses. By A. A. MILNE. (2s. Methuen.)

Golden Hours of English Poetry. By W. HILL. (2s. 6d. Nisbet.)

Toad of Toad Hall: a Play from Kenneth Grahame's Book, "The Wind in the Willows." By A. A. MILNE. (5s. net. Methuen.)

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GEOGRAPHY

(1) *Some Notable Surveyors and Map Makers of the Sixteenth, Seventeenth, and Eighteenth Centuries, and their Work: a Study in the History of Cartography.* By SIR H. G. FORDHAM. (6s. net. Cambridge University Press.)

(2) *Popular Map Reading.* By E. D. LABORDE. (4s. 6d. Library Edition. 6s. net. Cambridge University Press.)

(3) *New Pocket Surveyor.* Designed by G. C. SHERRIN. (2s. 6d. net. G. Philip & Son.)

(1) Sir H. G. FORDHAM, whose death was recently announced, was a well-known authority on cartography and old maps. In this volume he very successfully outlines the development and progress of cartography during the period which preceded the systematic surveys organized by the Governments of Europe and the American continent. The writer very justly lays stress on the cartographical achievements of Christopher Saxton, a surveyor in Queen Elizabeth's reign, Nicolas Sanson, a French map maker of the seventeenth century, John Cary, the English cartographer of the eighteenth century, and General William Roy, who was associated with the survey and production of ordnance maps. (2) Among the numerous books on map reading already published, this little volume deserves to find a place. It contains exercises on contouring, a study of topographical features, field work with map and compass. Although not intended as an examination book, the scheme of work could with advantage be used by candidates preparing for the A certificate of the War Office. (3) The "Pocket Surveyor" is a most useful little instrument by means of which a boy can do many practical exercises in the field. Instead of an expensive theodolite, this instrument will enable a boy, among other things, to measure the height of a tree, the gradient of a road, the width of a river, and the area of a field. In schools where field-work is possible this instrument should certainly be included in the equipment of every member of the party. A sixteen-page booklet, explaining the uses to which the "Surveyor" may be put is supplied free with it.

(1) *Columbus Regional Geographies. Book III. Round the World.* By L. BROOKS and R. FINCH. (Limp, 2s. Cloth, 2s. 3d. University of London Press.)

(2) *The Homeland (Great Britain and Ireland).* Compiled by W. J. GLOVER. (1s. 6d. Cassell.)

(3) *Operative Geographies: a Complete Geography Scheme in 8 Volumes.* By W. F. MORRIS. No. 4. The Americas. (1s. Cassell.)

(1) As in the other books of this series, the text is printed in large clear type and it is profusely illustrated with pictures and maps. The lessons comprise descriptions of sixteen carefully chosen regions so that young pupils may learn some world geography in an attractive form. (2) "The Homeland" is the twelfth volume in Glover's Geography Series. The reading lessons are all taken from the works of well-known writers, and—in this volume—there are descriptive studies of parts of the British Isles. (3) In this book on the Americas, descriptive text, sketch maps, and numerous exercises provide a satisfactory course of study at a very low price.

(1) *Our Empire.* By H. COURT and L. COURT. (Book 1, Junior, 2s. Book 2, Intermediate, 2s. 3d. Book 3, Senior, 2s. 6d. Sampson Low).

(2) *Canada North of Fifty-Six Degrees: The Land of Long Summer Days.* By E. M. KINDLE. (The Ottawa Field-Naturalists' Club).

(1) Although each book in this set is to a certain extent self-contained, it should, however, be regarded as a part of a unified whole. The lessons in the three books have been carefully graded to suit children from eight to twelve years of age, and they give vivid descriptions of the conditions under which people live in the various parts of the Empire. In the course of the various chapters, the economic resources of the Empire are dealt with in a very satisfactory way. Good photographs add greatly to the attractiveness of these volumes.

(2) Most English people know little of the Northern part of Canada, and it will probably surprise them to learn that the possibilities of development in this great domain seem unlimited as regards livestock, forage crops, grain growing, lumbering, mining, fishing, &c. In this pamphlet Dr. Kindle, of the Geological Survey of Canada, ably describes the coming expansion and prosperity of this enormous territory. It is a very useful publication, and the author's photographs add greatly to its value.

(1) *Geography: the Scientific Study of Human Settlement. Book IV. Europe and Asia.* By R. E. PARRY. (4s. 6d. Pitman.)

(2) *Granada.* By E. A. PEERS. (6s. Knopf.)

(1) The books in this series are designed to provide a systematic course of study for a period of four years. The lessons on Europe and Asia in Book IV have been arranged on a regional basis with special reference to physical features and human conditions. The writer has condensed a very great amount of information into the various chapters, and this condensation perhaps accounts for the somewhat difficult diction in some of the descriptions. The text is well illustrated with pictures and diagrams. (2) In addition to an ordinary guide book, an English visitor to Granada, "the pearl of the Sierra Nevada," would be well advised to take this delightful little volume with him. The writer describes with enthusiasm the Spanish churches, Moorish palaces, and interesting inhabitants of the city.

(1) *The British Isles.* By R. J. FINCH. (1s. 6d. Black.)

(2) *A Geography of the British Isles.* By Prof. L. W. LYDE. With Problems and Exercises. 18th Edition. (2s. 6d. Black.)

(3) *The British Empire with its World Setting.* By J. B. REYNOLDS. 9th Edition. (2s. 6d. Black.)

(1) Mr. Finch has written a book on modern lines, and it is just the book for junior forms. The text is well illustrated with good sketch maps and diagrams. (2) This well-known book on the British Isles has now reached its 18th edition. It contains chapters dealing with physical features, climate, productions and ports of the British Isles; the special features of each county are described. (3) Miss Reynolds's book on the British Empire has also passed through many editions. Its popularity is undoubtedly due to its well-written descriptions, clearly printed text, and excellent illustrations.

(1) *Where it all Comes True in Italy and Switzerland: the Experiences and Observations of Betty and Mary as Related by their Aunt* CLARA E. LAUGHLIN. (7s. 6d. net. Methuen).

(2) *Things Seen in the Channel Islands: a Description of these Charming Islands, their Delightful Coves and Scenery, their Historic Castles, their Vicissitudes in War and Peace, and the Quaint and Ancient Customs of their People.* By C. HOLLAND. (3s. 6d. net. Seeley, Service).

(3) *Things Seen in Sicily: a Description of one of the most Beautiful Islands of the World, with its Ancient Buildings of Golden Sandstone and its interesting People—a Land of Legend and History.* By ISABEL EMERSON. (3s. 6d. net. Seeley, Service).

(4) *A Concise Guide to the Town and University of Cambridge in an Introduction and Four Walks.* Originally Written by Dr. J. W. CLARK. Ninth Edition, Revised Throughout by H. C. HUGHES. (1s. 3d. net. Cambridge: Bowes & Bowes).

(1) Two American children are in this book supposed to relate what they did and what they saw in a holiday tour through Italy and Switzerland. In an inconsequential way the writer has gathered together a great deal of information with regard to topography, places of historical interest, and the customs of the people, and so has ably succeeded in compiling a readable book for the tourist visiting these countries for the first time.

(2) and (3) To this admirable series of "Things seen" have now been added volumes on Sicily and the Channel Islands. Readers who have never visited these islands will find both books full of instructive matter and delightful descriptions, while to the ordinary tourist books such as these are, of course, indispensable. The text in each volume is illustrated with beautiful photographs of characteristic scenes and peoples.

(4) This well-known guide book has gone through many editions and it still ranks as one of the most popular guides to Cambridge on account of its accuracy and wealth of detail.

Voyages of Great Pioneers. Edited by V. T. HARLOW. (6s. net. In 2 Parts, 3s. 6d. each. Oxford University Press.)

Lessons in Geography. Vol. I. Gateways of Britain. By G. C. FRY. (2s. 3d. University Tutorial Press.)

People of Other Lands. (1s. 6d.) *People of Far-Off Lands.* (1s. 9d.) By E. D. LABORDE. (Cambridge University Press.)

A Primary Geography of the World. By Dr. D. C. T. MEKIE. (2s. Oliver & Boyd.)

A Regional Survey of the World. By T. S. MUIR and Dr. J. H. BIRRELL. Part 1. *The British Isles and Europe.* (2s. 6d.) Part 2. *Lands Outside Europe.* (3s. 6d.) (Complete in One Volume, 5s. Chambers.)

Chambers's Introductory Commercial Geography. By Dr. J. H. BIRRELL. (2s. net. Chambers.)

World Geography: An Intermediate Course. By Dr. J. MURRAY. (3s. 6d. Murray.)

The Changing World: Being a Brief Record of some Important Changes in the Earth's Surface in 1928, and in the Way that Man Adapts Himself to that Surface and uses its Material Products. Compiled by Dr. A. WILMORE. (1s. net. Bell.)

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HISTORY

More Boys and Girls of History. By RHODA and EILEEN POWER. Book I. A.D. 1497-1610. Book II. A.D. 1618-1871. (2s. 6d. each. Cambridge University Press.)

Dr. Eileen Power and her sister have struck a rich vein of historical gold in their stories of boys and girls of long ago, and they are working it with diligence and success. It is true that they have exhausted the purest ore of genuine infancy. They can, however, demonstrate that the adventurous heroes and heroines whom in these two books they depict were once children, or else they can pretend that they had children with them on their excursions, through whose innocent eyes their deeds can be envisaged. At any rate, through the medium of historic imagination, the careers of Sebastian Cabot, Richard Chancellor, Ralph Fitch, Hugh Roe O'Donnell, Sir George Somers, Henry Hudson, Sir Walter Raleigh, James Cook, and other notable voyagers and adventurers, are told with infinite vivacity and charm.

Teachers and World Peace: a Memorandum for the Guidance of Teachers who Desire to Explain the Aims and Work of the League of Nations. New Edition. (6d. League of Nations Union.)

Teachers who desire to make the League of Nations and its work the subject of instruction to their classes will find this concise and well-arranged handbook extremely serviceable. It contains sections giving the history of the League, the constitution of the League, the mode of its working, and so on. A useful list of books opens up the road to further study.

The Machinery of Government, Imperial and Local: a Critical Study of Parliamentary Procedure in the Making of Laws and of the Executive Agencies Concerned in Resultant Administration. By A. M. CRAIG. (2s. 6d. Aberdeen Newspapers, Ltd.)

Those who, for examination or other purposes, are concerned to acquire a knowledge of the actual working of the British constitution, will find this cheap and comprehensive compendium exceedingly useful. It gives in shortest compass a survey of both central and local government, contrasting the British system of unitary control with the federal system established in America. It is eminently practical, not dealing at all with historical origins.

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BAYLISS-STARLING MEMORIAL SCHOLARSHIP.—Tenable at University College, London, this scholarship has an annual value of £120, and provides for a training in physiology and biochemistry. Applications must be received at University College not later than May 15.

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ARTS AND CRAFTS EXHIBITION.—The Exhibition of the Arts and Crafts of British Columbia Indians at the Imperial Institute, will be open daily until May 20. The exhibits consist of some 1,500 articles illustrating the workmanship of the Indians in wood, metal, bones, ivory, basketry, &c. This collection is unique and has been lent by Mr. and Mrs. A. C. Bossom.

* * *

A NEW PUBLIC SCHOOL.—Kinmel School, Abergele, North Wales, a new residential public school for boys, is to be opened in September next, under the headmastership of Mr. F. H. Robinson. Boys are to be admitted at the age of 10 years, so as to get continuity and so avoid the disadvantages of transfer. A proportion of boys entered may be admitted by selection without examination. The school overlooks the famous Vale of Clwyd.

* * *

INDUSTRIAL DEPRESSION.—Dealing with the industrial depression in South Wales in a speech delivered on Prize Day at the Aberdare Secondary School, Prof. J. F. Rees, Head of the Department of Commerce in the University of Birmingham, said that there appeared to be a permanent surplus of labour in the coalfields; he suggested that the number of boys admitted to the mines should be limited; that young persons should be induced to regard the universities as avenues to other professions than that of teaching, and that entrance to commerce generally should be encouraged.

* * *

ANIMALS' WELFARE WEEK, 1929.—Animals' Welfare Week in this country takes place this year in the week beginning May 5. Demonstrations are being made in many districts to call attention to all the various aspects of the movement for animals' protection. Arrangements in London include a conference at the Caxton Hall, Westminster, in the afternoon and evening on Tuesday, May 7, on the "Horse in Civilization." Processions will take place in Hampstead on Saturday, May 4, and in Putney on the following Saturday, May 11. Offers of help for either of these will be gladly welcomed.

* * *

BRACKENHILL OPEN-AIR HOME SCHOOL.—The annual report of this school indicates an excellent year's work. The school exists to help children who have not the chance of a normal home life, and those who are delicate and cannot receive the special care and attention at home necessary. The upkeep depends largely on voluntary subscriptions and donations, and an appeal is made for help to all those interested in the work. Inquiries will be welcomed by the School Secretary, Brackenhill, Hartfield, near Tunbridge Wells.

* * *

COMPETITION OF INDUSTRIAL DESIGNS.—By permission of the governing body of the Imperial Institute, the public exhibition of works sent in for this year's open competition of Industrial Designs, arranged by the Royal Society of Arts, will be held in the Exhibition Pavilion of the Imperial Institute, South Kensington, S.W., in August next. Full particulars of the scholarships and prizes offered in connexion with the competition can be obtained from the Secretary of the Royal Society of Arts, Adelphi, W.C. 2. Applications for forms of entry, labels, and instructions must be sent to the Secretary of the Society between May 1 and 11 and the last day for receiving entries is May 27.

* * *

"LECTURES AND COUNTER-LECTURES."—A new series of public debates will be held at the London School of Economics this year, in aid of King Edward's Hospital Fund for London. The organizing committee, under the chairmanship of Mr. W. B. Maxwell, has prepared an interesting programme, which will open on Tuesday, April 23, at 5.30 p.m., with a debate between Miss Rose Macaulay and Mr. Angus Malcolm, son of Sir Ian Malcolm, an undergraduate of New College, Oxford, on "To-day or Yesterday?" The chair will be taken by Lord Gorell. Particulars can be obtained from the Secretary, King Edward's Hospital Fund for London, 7 Walbrook, E.C. 4.

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The Teacher: Types, Contacts, and Interests

VI.—THE TEACHER AS DISCIPLINARIAN

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

IN connexion with schools the word *discipline* has joined the long list of terms that have begun life well, but have taken a wrong turning and got into bad company. Originally it was connected with learning, and represented the attitude of learning in much the same way as *doctrine* could be connected with teaching. A secondary meaning was naturally joined up with training, and certain subjects are spoken of as being more disciplinary than are others. A teacher, for example, who maintains that certain subjects—say Latin and Greek—are valuable not so much in themselves as for the discipline they impart to the minds of pupils studying them, may be called and sometimes still is called a disciplinarian.

But to the plain man and the practical teacher alike, when we say a certain teacher is a good disciplinarian, we mean that he is good at keeping order in his classes, and making the pupils do what he tells them. In the old days of *payment by results* in our elementary schools, there was a certain grant made for what was called *organization and discipline*. Though it had a double name, there was but one thing really included under this head. Organization looked well on the government schedules, but discipline was the thing that bulked in the inspector's mind as he determined whether the mark "good" should be awarded with its market value of a shilling per head in average attendance, or the superlative "excellent" with its aristocratic payment of eighteenpence.

In the old days when school boards and other authorities advertised for teachers, and candidates sent in that sheaf of "testimonials" that the humiliating system of applications compelled the teachers to submit, the point that the conscientious member of the appointing committee looked most anxiously for was "discipline." It was not uncommon for a set of testimonials to be flattering in every respect, except that there was no reference at all to discipline. The candidate presenting such a set had no chance whatever of appointment. For testimonials were inspected as much to find out what they did not say, as to note what they did. The omission of reference to discipline was a clear intimation that the candidate in question was a poor disciplinarian.

Teachers sometimes argue among themselves whether this mysterious power of control is innate or can be acquired. At a great many examinations of teachers in training I have set the question: "Answer in as simple and straightforward a way as you can the plain question: Why do pupils obey their teachers?" Naturally there was a wide range of answers, but the vast majority of them could be included in the three following groups: Those who (1) voted for physical force, and explained that pupils obeyed lest a worse thing befall them; (2) those who voted for the respect teachers inspire by their superior knowledge; (3) those who voted for the liking the pupils had for their teachers: the pupils obeyed out of love.

The first group made the very common mistake of thinking that teachers maintain discipline by physical force. Perhaps these students were right in the last resort, for many reasonably wise people maintain that at bottom society is based on the exercise of brute force. But they certainly go wrong when they confound, as most of the examinees did, corporal punishment with physical force. No teacher could maintain discipline by mere physical force in a class of forty boys. Individually he may be more than a match for any one of the forty, but when it comes to taking them in bulk, the master would be helpless before them. All they would have to do would be to fall upon him, literally fall upon him, and the burden of their grossness would have weight (avoirdupois) to bear him down. Corporal punishment is based upon an agreement: the pupil consents to be punished in a definite way: were it not so it would not be a matter of punishment, it would be a fight.

Those who believe that the respect for the teacher's knowledge is enough to lead to obedience are far out in their reckoning. No doubt Goldsmith was right in his statement of the attitude of the rustics:

> "And still they looked, and still the wonder grew
> That one small head could carry all he knew."

But the knowledge the schoolmaster possesses does not belong to the category of things that rouse the youngsters' genuine admiration. The manipulation of a Punch and Judy show appeals to the younger pupils, and the knowledge of how to manipulate a motor bicycle, or an airplane, among the seniors far exceeds in obedience-producing power all the schoolmaster's knowledge of Latin or cube root.

The third group of examinees was mainly made up of girls. The boys seldom made any reference to love as a discipline-producer. The Lord is not the only one who chasteneth those He loves. Many pupils like their teacher almost in excess, and yet cannot resist the temptation to take advantage of his indiscriminate geniality.

The real source of the teacher's authority is two-fold: one stream of influence coming from without, the other from within.

The outer source of his authority is imparted to him by society. The nature of things backs him up. The philosophy of the *nature of things* may be summed up in one typical sentence, the ending of which may be made to fit in with what we find in our own experience. The first clause runs: *This is a world in which. . . .* The conclusion may be supplied, as the cookery book says, "to taste." This is a world in which unsupported objects fall to the ground—two and two always make four—honesty is generally the

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best policy—truth is stranger than fiction. So the list goes: and we are prepared for the statement: "This is a world in which pupils obey their teachers."

That is the way of the world, society looking on benignly and doing whatever she can to keep up the tradition. Some things she does deliberately. The law usually supports the profession if any attempt is made to interfere with the teacher's legitimate exercise of authority: public speakers and newspaper people speak well of teachers; parents as a body do the same. Then there are the indirect and unpremeditated means of maintaining the teachers' prestige. The facts that there is a cabinet minister whose whole time is given to the affairs of education, that there is a complete government department with the same end, that throughout the country are hundreds of officials (if this were a letter to the newspapers "officials" would have to be preceded by the adjective *well-paid*) who do nothing else but attend to education, that there are universities and training colleges most of whose business is concerned with this same education, all produce a stunning cumulative effect on the people of the country, and affect even the youngsters, who are thus driven to the belief that education is an inevitable part of the nature of things, and that since the trouble can't be cured it had better be endured.

Yet when all is said the final source of the teacher's authority resides within himself. All that we have just said does a great deal to ease the situation, but in the last resort the teacher's personality is the thing that counts. Those who have to deal with the training of teachers have always to face this problem of the possibility of the failure of their students under this head. A very practical problem this was under the old two-year system of training for service in the elementary schools. But in the old days there was a help mercifully provided by the nature of things in the form of the pupil-teacher system. For in the four or five years spent as half-students and whole-time teachers there was provided an excellent sifting scheme by which the ineffective disciplinarians were weeded out before the time for the training college was reached.

In the later schemes under which each candidate for admission to the training college had passed four years as a pupil in a secondary school, this sifting process disappeared. The candidates came to the training college gate with a much better education than had their predecessors, but with no sort of guarantee of their powers as disciplinarians. The position was a desperate one, for it was a serious risk to admit to a two years' course a body of students who might at the end of it discover that they had no capacity for this indispensable part of their work—control of their classes.

Some of the colleges hit upon the plan of insisting that all candidates whom they thought of admitting should take a month's unpaid work in an elementary school under the supervision of the trained teachers in that school. At the end of the month a report on the prospective student's work was submitted by the teacher of the class to which he was attached, from the head teacher, and from the supervisor of the training college. If all three were favourable the student was admitted without question. If they were bad or doubtful, a special report was made by the vice-principal of the college after a visit and inspection of the student at work. If all four reported unfavourably, the student was firmly rejected, and in almost no case was there serious complaint from the student or his friends; for with four adverse reports the student was of such doubtful calibre that he usually recognized for himself how unsuitable he was for his proposed life work.

The great difficulty was in getting unfavourable reports. Class-teachers and head teachers alike were unwilling to spoil a student's future. They had usually the desire "to give the young persons a chance," without reflecting what a hardship they inflicted on the potential student by letting him in for a long course of training that would probably result in disappointment and failure.

What interests us here, comes out in the experience of the harassed training colleges in their attempts to anticipate probable failures. The authorities were sometimes asked sarcastically whether they professed themselves to be able to estimate after a one month's trial those who were to be good teachers and those who were not. The answer was that they could not say who were going to be good teachers, but they could make an exceedingly safe guess at those who were not going to be any good at all, from the standpoint of discipline.

Experience over a series of years seems to show that the percentage of probable complete failures from this cause is very small, probably somewhere between 2·5 per cent and 3 per cent. In fact, as the result of long experience in dealing with the problem of the distribution of the power of control among teachers, I should be inclined to figure it as a normal bell-shaped curve—what our friend Prof. Graham Wallas likes to call the "cocked hat"—with 3 per cent totally lacking in power of control, 15 per cent with a weak power, 64 per cent with a range from good to very good, 15 per cent with high power of control, and 3 per cent with supreme power in this direction. It does not at all follow that the upper 15 per cent are necessarily the best teachers: it merely means that they have this exceptional degree of power of control. They may use it in quite uneducational ways.

It must not be forgotten that it is possible to have in a high measure this power of control, and have nothing else in the way of an educational outfit. Mr. S. P. B. Mais in his "A Public School in War Time" gives us the following comment:

"Countless men I have known who are rapidly making names for themselves as successful schoolmasters, who under any sane system of education would have been sacked after their first day; men who have the wonderful gift of being able to keep boys in order, but beyond it nothing, nothing at all—they would fail even as policemen. They have no powers of direction; they can only hold their hands up and keep the traffic at bay. Successful schoolmasters indeed!"

This power of control then is a part of the teacher's personality, though only a part. The schoolmasters that Mr. Mais despises may be able to do nothing but glare—but they do glare effectively, and make their presence felt in quite a mysterious way. We all know cases in which the mere entrance of a teacher into a room where a colleague is keeping up an unequal struggle with the spirit of misrule induces instant order. When we are asked to explain we can only look helpless. The one comfort is that if we appeal to the entering teacher we find him as helpless as ourselves.

It looks like a gift of God, and gives colour to the belief in the existence of the born teacher. A Latin poet incurred a great responsibility on the day that he wrote "*Poeta nascitur non fit.*" Had he stopped short in the middle of his famous sentence even those who have made a business of training teachers would have been with him. For they cordially admit that they must have material to work upon, and are apt to cap the saying with another *ex nihilo nihil fit*, and apply it with some vigour to their life work. They admit that it is impossible to supply with a backbone those who are, in matters of control in school, totally invertebrate. Trainers of teachers like to fall back on a saying attributed to Cicero: "*Nascimur poetae: fimus oratores,*" and feel inclined to add *et preceptores.*

They claim that with a definite though small supply-basis of backbone they can do a great deal to help in the way of making effective use of it, but where no backbone is, there can be nothing but complete helplessness.

They claim further that a person with the necessary backbone may make an injudicious use of it, may make all manner of misapplications: and that these indiscretions may be avoided and profitable ways of manipulating the available backbone may be imparted by those who have made a study of training in the management of junior human nature. In a word the trainers while admitting

(Continued on page 383)

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the first clause of the Latin line, deny the second. They agree that the teacher, like the poet, must be born, but they are equally insistent against the second part that denies that he can be made. They rise to a reconciliation of opposites that would have warmed the heart of Hegel, and claim that the schoolmaster must be born *and* made. We rejoice to note that Ben Jonson approves.

The making, however, is confined to more or less mechanical details, that do not certainly look very impressive, but may in many cases make all the difference between professional success and failure. Beginning with the simple but effective psychology underlying Dr. Isaac Watts's satanic manipulation of idle hands, the trainer impresses upon the timid teacher the necessity of keeping his class busy. This policy commends itself even to the unbeliever in the matter of training, as witness the advice of the anti-training headmaster in Ian Hay's joyous "Lighter Side of School Life":

"There is only one way to teach boys. Keep them in order: don't let them play the fool or go to sleep: and they will be so bored that they will work like niggers merely to pass the time. That's education in a nut-shell. Good-night."

The second recommendation of the trainer is to make perfect mechanical arrangements. Many a class has gone to pieces merely because the teacher's attention has been drawn away to unimportant details, instead of being concentrated on the manipulation of the total situation. Clock-work arrangement works almost magically as a lubricant.

A third hint is the bracing of the mind for possible trouble. Some theorists object here that there is never any good in meeting trouble half way. They even go the length of quoting a vaudeville song, and say:

"Never trouble trouble, boys
Till trouble troubles you."

But timid teachers know only too well that there is no need to seek out trouble or to meet it half way. In the schoolroom it is always more than half way on its road to meet you: so the best policy is to brace yourself to meet it. Learn of the spectator going towards a big football match, and keep your shoulders braced. If you do, the fellow who bumps into you will probably get the surprise he meant for you. If nothing happens to you, the braced shoulders have done no harm: if something does, you get the benefit of the insurance they provide.

A fourth useful principle is to avoid violent measures, and never to use ultimatums. The wise teacher is very cautious in the way of issuing final decisions in the form of threats. He spins out his resources as far as he can, so as to have a large reserve of unpleasant possibilities. So long as he can keep his pupils guessing what he may do next, he is in a not unsafe position. The greater the range of potential unpleasantness for the pupils the greater their interest in the teacher, and the more cautious they are in dealing with him. While always on the look out for trouble, he takes special care not to let his pupils suspect his expectant state. Here is an excellent scope for his functioning as actor.

A fifth recommendation is that in applying this piecemeal process the teacher should cultivate the growth in the minds of the pupils of the idea of *certainty* in the matter of being found out, and the finding out being followed by condign punishment. I am not quite sure what I mean when I use the word *condign*. But the term is so often used in this connexion that I am perhaps entitled to take it for granted that my readers know. Anyway it does not greatly matter, for the important point is not the condignness of the punishment, but the certainty that matters. Actual experience in criminal law and in school practice alike has demonstrated this fact. So the timid teacher can take comfort that comparatively light punishments will serve his disciplinary end, so long as certainty is attained.

It is pleasant to report that trainers of teachers no longer follow an objectionable plan they used to have of calling upon their students to use "the teacher's eye." They were wont to expand upon the mysterious power of this optic, and urge their students to use it in quelling troublesome pupils. All they used to say was quite true, and indeed, is true to this day. Nothing is quite so powerful in maintaining discipline as this same teacher's eye, and the trainers were perfectly right in urging their students to use it—if they happened to have that kind of eye. But if the eye they had did not belong to that particular type, there was little good in urging them to use the one they had. "Look the young ruffian in the eye," the trainers used to say. "Stare him down." But if the teacher had the wrong kind of eye, it was the pupil who did the "staring down."

The eye, after all, is only the most striking medium through which the personality of the teacher manifests itself. We have not yet any instrument for gauging the teacher's eye, but such an *ophthalmometer* would be a very useful little thing for a headmaster or even a director of education to have about him. In a crude and far from reliable way certain principals of schools in America are feeling after some such instrument, without quite knowing what they really are seeking. Since the days of the old "gallery lessons" that played such a gallant part in the Training System (not the training of teachers system, but the system of training pupils) of David Stow, there has been a gradually developing realization of the fact that teachers vary greatly in this power of managing large numbers of pupils grouped together at one time.

In working out the Gary Plan in Indiana, it was found, rather to the surprise of the authorities, that teachers who could interest and easily control a group of forty or fifty boys or girls, sometimes failed to interest a group of a hundred, and lost control of them. It was not that they had no power of control. They had the teacher's eye all right, but its power was strictly limited. Increasing experience appears to show, if I am to believe the evidence that I have gathered from inquiries made among principals of schools all over America, that teachers may be classified into grades according to the number of pupils whom they are able to interest and control in a group. Naturally enough, the discovery has come late in the history of the development of our craft. For in former days there was no occasion to test this particular power. It is only since schools of gigantic size have now become common in America, with the inevitable development of what they there call auditorial work, that teachers have been called upon to undertake huge classes in what it is getting customary to call inspirational work. It looks as if it may be possible by and by to classify teachers according to the number of pupils they can efficiently manage in a group. We may be able to affix to each a sort of collective index or co-efficient, indicating the exact upper limit of numbers that they are able to handle satisfactorily.

Naturally this co-efficient will have a very close connexion with the personality of the teacher, though its applicability will be limited to the quantitative side. A teacher who has a comparatively low quantitative range may have a personality of high quality and great power within a narrow field. In other words, personality may be classified along two quite different lines: according to intension and according to extension. In both directions personality will have a very important place in determining the power of control of the teacher, though probably careful investigation will result in separate analysis for intensity and for range.

It is not suggested that anything new in human nature is here indicated. All that we have been hinting at is that there are a great many elements involved in the process of human control, that have been in operation during all time. The very fact of so many things about school discipline being mysterious and apparently inexplicable, gives some justification for further investigation with a fair hope of unearthing something worth while.

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The time allowed for this paper varies from two and a quarter to three hours. The Oxford School Certificate allows the shortest time (two and a quarter hours) for its literature paper, but a very long, optional, précis paper (two hours), and an English composition paper of an hour and a half perhaps balance this comparatively short literature paper.

The greatest disparity, however, is in the extent of the literature syllabuses in set books required by the eight examining bodies. It is interesting to compare these syllabuses with reference to (1) the amount of work required, *i.e.* the number of set* books; (2) the choice of alternative set books allowed; (3) the distinction made between books for special study and books for general reading.

(1) The number of set books required varies from two to six. The lightest syllabuses are those of the Cambridge Syndicate, and the Oxford and Cambridge Schools Examination Board. The heaviest are those of the Central Welsh Board, Bristol University, and Durham University. The Cambridge syllabus requires any two papers selected from four alternatives—(*a*) One of two Shakespeare plays; (*b*) one of two verse books; (*c*) one of two prose books; (*d*) general literature. Thus the syllabus would be satisfied by combinations of two set books such as "Julius Caesar" (Shakespeare) and Spenser's "Faerie Queene," Book I; or "Henry V" (Shakespeare) and Scott's "Waverley." For the Oxford and Cambridge Schools Examination also two set books are required: (*a*) one of two Shakespeare plays, and (*b*) any one other of four alternative books, either verse or prose.

At the other extreme the Central Welsh Board, Durham, and Bristol require six set books, three or four of which are for general reading only. Thus for the Central Welsh Board three set books for special study, and three for general reading must be offered. The special study books are (*a*) one of two Shakespeare plays; (*b*) one verse book; (*c*) one prose book. For (*b*) and (*c*) no alternatives are provided. The books for general reading are (*d*) one of two prose books; (*e*) one of two books of fiction; (*f*) one verse book. It seems a pity that more alternatives cannot be provided in this examination.

The Durham School Certificate requires three books for special study, and three for general reading. The former are (*a*) one of two Shakespeare plays; (*b*) one of three verse books; (*c*) one of three prose books. The books for general reading are two novels, selected from four alternatives, and one book selected from three alternatives—a miscellaneous group including drama, prose, and verse. The number of alternatives, and the free choice are a good feature in this examination.

The Bristol School Certificate requires two books for special study, and four for general reading. The special study books are (*a*) one of two Shakespeare plays; (*b*) one of two alternatives (*e.g.* for 1929, either "Abbot Samson" or "Gulliver's Travels," Book I). The books for general reading are (*c*) one of two drama (*e.g.* Shakespeare's "Tempest" or Milton's "Samson Agonistes"); (*d*) One of two verse; (*e*) selected essays (alternatives provided); (*f*) one of two books of fiction. The London University School Certificate requires three set books, with an optional fourth, selected freely, from ample alternatives, as follows: (*a*) One of four Shakespeare plays; (*b*) one of four verse books; (*c*) one of four prose books; (*d*) optional—one of four books of a miscellaneous class. From the point of view both of amount of work required and of alternatives provided, this is the nearest approach to the ideal syllabus.

For the School Certificate of the Northern Universities Joint Board the examiners require three books for special study, and two books for general reading, selected as follows: For special study (*a*) one of two Shakespeare plays; (*b*) one of two prose books; (*c*) one of two verse books. The two books for general reading are one of two novels, and one of two verse books.

The Oxford School Certificate requires three set books, including a playof Shakespeare, a verse book, and a prose book. Four alternative groups of three books are provided, but each group of three is rigid: the books must be taken *en bloc*.

(2) It will be seen that in most cases a satisfactory choice of alternative set books is given, although the choice is too restricted in the examination of the Central Welsh Board. The most attractive syllabuses from this point of view are those of London and Durham Universities. The practice of the Oxford Delegacy is different from that of all the other examining bodies. It is the only examining body that arranges its set books in rigid groups. It is true that there are four alternative groups, each containing a Shakespeare play, a prose work, and a book of verse, but the candidate (or the teacher) is not allowed to select his own combination of Shakespeare, verse, and prose. This in my opinion is unsatisfactory. Teachers of English will never have identical tastes in literature, and the best work will always be done when an English master is free to take those set books that most appeal to him. There is perhaps no subject in which the personal taste and enthusiasm of the teacher are of such importance as in English literature. It frequently happens that each of the four groups contains one book that the teacher would rather not take for examination purposes—or, at any rate, one book that does not appeal to him so much as a book in another group. The only remedy in that case is to fall back on the alternative paper in general literature, as some do attracted by the freedom from the tyranny of set books. From an educational point of view this is probably the most attractive syllabus for the enthusiastic teacher of English, but it has its own difficulties. It must suffice here to say that most teachers of English—a sad confession, perhaps—find that, with average candidates, better examination results are obtained, and with less personal worry, by taking the set books. The general literature paper pays best with candidates of exceptional ability.

(3) Four of the examining bodies now make a distinction between books for special study and books for general reading. It is generally understood that the latter are more straightforward and do not require to be studied as class work. At any rate time forbids an intensive study of them, and their real justification is that they test to some extent a candidate's ability to read on his own. It is often felt that the English literature syllabus should make a definite attempt to encourage wider reading, and (apart from a general literature paper) the only way to include fiction, drama other than Shakespeare, and modern literature, in the syllabus, is to maintain this distinction between special study (or intensive reading) and general reading. The idea is good, provided that examiners are careful to recognize

(*Continued on page* 388)

* The term "book" means either a complete book or a selected part.

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the distinction in the type of questions set. The wider the syllabus becomes, the more difficult it is to test satisfactorily the candidate's knowledge in one short paper. This difficulty probably accounts for the diversity in the examination syllabuses. The only way to evolve an ideal examination syllabus is to bear in mind, and attempt to reconcile, the features at which we should aim. We can be definite on some points, *e.g.* :

(*a*) The syllabus should not be too narrow. The old days when a whole year was spent in an intensive study of one play of Shakespeare are gone for good.

(*b*) The syllabus should encourage as wide a reading as possible. The distinction between special study and general reading is good in principle. An optional section, as in the London University examination, is another attempt to secure the same end.

(*c*) The examiners should allow as much choice, and as free a choice, as possible, from alternative set books. It is only by offering several alternatives that anything in the nature of experiment is possible.

(*d*) The syllabus must be a practical one—from the point of view of both candidate and examiner. A paper in general literature may be ideal in theory but not so satisfactory (to the candidates) in practice. At the same time, the expense of setting a great number of alternative papers no set books is a handicap in the case of the smaller examining bodies. We must be satisfied with a reasonable compromise.

One pleasing feature of recent years is that most of the examining bodies have attempted to break new ground, and to make their choice of set books really representative. It is refreshing to find such books as the following included : Yeats' "Countess Kathleen" and Synge's "Riders to the Sea" (Durham, 1929); Selections from Boswell's "Dr. Johnson" (Central Welsh Board, and Northern Universities, 1928, London, 1929); Selected parts of the Authorized Version (London); Masefield's "Pompey the Great" (Northern Universities, 1928); "One-Act Plays of To-day" (Northern Universities, 1930); "A Bible Anthology" (Central Welsh, 1928).

The question of set books in literature is really inseparable from that of the annotated edition. To-day it is generally possible to find a suitable annotated edition of most of the set books. It is true that there are many annotated editions not suitable for a class preparing for the School Certificate, and discrimination is needed on the part of English teachers. The most satisfactory type of annotated edition for use at this stage should contain the minimum of notes. There is no need to explain every little difficulty. Lists of books for further study, and references to particular sections of critical books, are sometimes given : this is an admirable feature. Some annotated editions also contain exercises, and a brief questionnaire, which most teachers find useful (*e.g.* Macmillan's English Literature Series under the general editorship of Mr. J. H. Fowler; Blackie's Self-study Shakespeare; and Harrap's Modern English Series, of which Mr. F. H. Pritchard is the general editor). Many teachers prefer to use a plain text edition, supplemented by exercises on the text supplied in such a series as Pitman's Commentaries and Questionnaires in English Literature. In any case, even when annotated editions are used, the class should have easy access to such books of reference as a standard English dictionary (*e.g.* the new edition of the "Concise Oxford Dictionary"), a dictionary of classical mythology, Dr. Brewer's "Reader's Handbook," and an Encyclopaedia.

In approaching the study of set books, whether verse or prose, the class should first read through the whole book, as quickly as possible, with little or no pause for explanatory notes. It is important to get one's own general impression. After that comes the real study, when suitable written exercises should be attempted, and help sought. After this detailed second reading the more enthusiastic members of a class will be ready to appreciate the critical opinions of various writers and use should be made of the school reference library.

Appended is a list, by no means exhaustive, of books that will be found useful :

A.—Books of Reference

Cambridge History of English Literature, in 15 vols. (Cambridge University Press, 25s. each).

OLIVER ELTON, *A Survey of English Literature*. 1730–1780 in 2 vols., 32s.; 1780–1830 in 2 vols., 32s.; 1830–1880 in 2 vols., 32s. (Edward Arnold).

A History of English Literature, edited by JOHN BUCHAN (Nelson & Sons, 10s. 6d.). A valuable, concise history in handy form. Many well-known scholars have contributed sections. Useful supplementary reading lists are given.

Chambers's Encyclopaedia of English Literature, 3 vols.

Handbooks of English Literature (G. Bell & Sons, 5s.). Twelve handy volumes, by various authors.

A History of English Literature, in 5 vols. (Macmillan, 8s. 6d. each).

English Men of Literature Series (Macmillan, 5s.).

B.—Smaller Books of Reference, suitable for Class Use.

STEPHEN GWYNN, *The Masters of English Literature* (Macmillan, 4s.). A well written, very readable general introduction to the greatest English writers.

COMPTON RICKETT, *A Primer of English Literature* (Nelson, 1s. 9d.).

F. J. RAHTZ, *English Literature* (Methuen, 3s. 6d.).

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D.—Anthologies, both verse and prose, are frequently chosen for School Certificate Set Books. There are many good anthologies available, including :

Palgrave's Golden Treasury of English Lyrics, World's Classics (Clarendon Press, 2s., or Macmillan's, 3s. 6d.). Both editions can be had annotated, or the notes can be had separately. The four books are also published separately (annotated edition) by Macmillan's. An exceedingly helpful companion to "Palgrave's Golden Treasury" is Mr. GREENING LAMBORN'S *Poetic Values* (Clarendon Press, 3s. 6d.).

Mount Helicon, a school anthology of verse edited by Sir HENRY NEWBOLT (Arnold, 2s. 6d.). With brief biographical notes.

English Narrative Poems and *English Ballads* are two companion volumes by the same editor (Arnold, 2s. 6d. each).

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The Golden Book of Modern English Poetry, 1870–1920 (Dent, 2s. 6d.). Selected by THOMAS CALDWELL, with an introduction by LORD DUNSANY.

Modern Poetry, edited by G. N. Pocock (Dent's "King's Treasuries, 1s. 4d.).

The English Story in Verse (Nelson's "Teaching of English" Series, 1s. 9d.).

Poems of To-day, first and second series (Sidgwick & Jackson, 2s. each, or with biographical notes, 3s. 6d.). Compiled by the English Association for use in schools.

An Anthology of Modern Verse (Methuen, 2s. 6d., or with notes, 3s.).

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A School Science Library

By E. J. HOLMYARD, M.A., D.Litt., Clifton College

THE twin foci of science are the laboratory and the library. Most secondary schools are now properly equipped with laboratories, but—as Prof. H. V. A. Briscoe has recently observed—the school science library is too often either non-existent or absurdly inadequate to the functions it is supposed to fulfil. There are, however, signs that this unsatisfactory state of affairs will be rectified, and the experience of one who has seen the birth of three school science libraries may thus perhaps prove of interest and assistance to those who are likely to be faced with the problem in the future.

The science library at Clifton College was begun about ten years ago. At first, it was easily housed on two shelves in the advanced chemical laboratory, but it grew so rapidly that it soon demanded a room to itself. Finally, with the erection of a new block of science buildings, an opportunity arose of providing the school with a room specially designed as a science library, capable of accommodating some 5,000 volumes, with space for additional shelves when the present ones are filled.

From the beginning, the plan of the collection was laid down on definite lines. The library, it was felt, should be a well-balanced organic whole and not a mere assembly of heterogeneous units. Particularly it seemed essential to bear constantly in mind the ephemeral nature of most scientific text-books, and not to spend all the available funds upon books of this kind. It was therefore decided that 50 per cent of the income should be used to buy books of permanent value, either classics of science or journals. This decision has been strictly adhered to, with the result that the collection of such books and journals is at the present day worth considerably more than it cost, thus helping to neutralize the loss represented by the fall in value of the text-books purchased. It is, indeed, probably true to say that the library as a whole would fetch more than the total expenditure laid out upon it. Apart from this financial aspect, however, the fact that a large part of the library consists of books of permanent intrinsic interest creates that dignity which is the soul of a library, and also serves to humanize the science work of the school in a way which could not easily be paralleled.

The library is divided into the following sections: Periodicals, chemistry, physics, botany, zoology, geology, meteorology and astronomy, general and popular science, philosophy of science, history of science, scientific classics. The chemistry section is further subdivided into organic, inorganic, analytical, &c., while the physics section includes sub-sections on electricity and magnetism, heat, optics, structure of matter, relativity, and so on. The periodicals taken by the library are *Nature, Journal of the Chemical Society, Journal of the American Chemical Society, Chemistry and Industry, Proc. Royal Society, Philosophical Magazine, Science Progress, School Science Review, Discovery, Journal of the Institution of Electrical Engineers, Electrical Review, Motor, Scientific American.* Not all of these are bound, but those which are not bound are preserved for a year before being disposed of.

In the chemical section are included Beilstein's "Handbuch," Mellor's "Comprehensive Treatise," and Thorpe's "Dictionary of Applied Chemistry." The physical section is correspondingly equipped with standard works of reference, but the remaining sciences are less important in the school curriculum and are consequently not so fully represented in the library. Among the more general books may be noted Frazer's "Golden Bough," Thorndike's "History of Magic and Experimental Science," Hobson's "Domain of Natural Science," and several works on archaeology and anthropology. The entomologist, the "radio fan" and the ornithologist are all provided for, and there is a selection of books upon the teaching of science.

The *pièce de résistance* of the library is the collection of early chemical books and chemical classics. Here are to be found William Henry's own copy of Dalton's "New System"; a copy of Cannizzaro's works presented by the author to Victor Meyer; Pfeffer's "Osmotische Untersuchungen"; autograph letters of Priestley, Faraday, Huxley, Stas, Liebig, Dumas, Vauquelin, Berthelot, and others; Tyndall's "Faraday as a Discoverer"—the copy presented to Mrs. Faraday by Tyndall and bearing an inscription in his hand; autograph presentation copies, signed by the authors, of books by Avogadro, Newlands, Hofmann, Frankland, and Graham; the works of Thomas Norton and Samuel Norton, the Bristol alchemists, and of Avicenna (a fine Junta edition of 1544), Lavoisier (the national edition), Priestley, Stahl, Baumé, Thénard, Geber, Béguin, Glaser, Kunckel, Beccher, and many others; several first editions of Boyle, and a set of Ostwald's "Klassiker." There are also half a dozen sixteenth-century alchemical manuscripts, formerly in the possession of "the Wizard Earl," a MS. of Rouelle's lectures corrected by his son-in-law, d'Arcet, and a MS. of William Cullen's lectures on chemistry. Among the books other than chemical may be mentioned a first edition of Newton's "Opticks" and a copy of Galvani's famous pamphlet on the frog's legs. Selections of these books, with descriptive notices, are displayed from time to time and attract considerable interest from the boys. There is also on view some of the original silica glass, which was invented at Clifton by the late W. A. Shenstone, F.R.S.

The walls of the library, and of some of the corridors, are hung with portraits of great scientists and pictures of alchemical laboratories, &c.

The management of the library is in the hands of a master and one of the senior boys, the latter acting as assistant librarian. He is responsible for checking the return of books, for bookplating new books and cataloguing them, and for the general care of the library. To help him he has a younger boy who will, in due course, succeed him. The books are catalogued on the card-index system, a duplicate of each card being kept under lock and key. To facilitate the termly stocktaking, there is a shelf-catalogue, so that the contents of each shelf may be checked rapidly and independently of the others. All boys in the school are permitted not merely to use the library but also to borrow, for a month at a time, any book in it—even the most valuable. Ten years' experience has shown us that the boys are proud of their library, and the privilege has never been abused.

Fortunately, scientific classics are still to be obtained cheaply at auction sales and from second-hand booksellers, though of course if one wishes to secure a copy of the first edition of Gilbert's "De Magnete" or of Darwin's "Origin of Species," &c., one must be prepared to pay a high price. It is nevertheless possible to get bargains more easily in this type of book than in any other; the writer found a first edition of Lavoisier's "Traité de Chimie" in a penny box, and bought a copy of the first edition of Dalton's "New System" for three shillings. A directory of booksellers may be consulted at a reference library, and for the expenditure of about three or four pounds on stamps, and the labour of writing the letters of application, hundreds of secondhand book catalogues may be obtained regularly. A French bookseller who specializes in works on early chemistry and alchemy is E. Nourry, 62 rue des Écoles, Paris, VIe.

In forming a school science library *ab initio*, the first consideration is naturally the question of cost. When the amount of money available for the purpose is known, an attempt should be made to strike a balance between the

(*Continued on page 394*)

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Class III

This must be left to the librarian's discretion. With £10 in hand, and a careful perusal of secondhand book catalogues, much may be done. The writer has obtained many books from Messrs. Henry Sotheran, 130 Strand, W.C. 2. The kind of book intended is Priestley's "Observations on Air," or Dalton's "New System of Chemical Philosophy."

It will be observed that an expenditure of £100 is budgeted for. Some schools will be able to spend more, while others will be more restricted; but a due balance should be preserved whatever the expenditure may be.

A useful, but by no means complete, list of books suitable for school science libraries, was published by the Science Masters' Association and the Association of Women Science Teachers in 1925. These Associations would render a great service to science teaching if they revised the list, brought it up to date, and included a larger number of elementary text-books.

Correspondence

THE PUBLIC SCHOOL PRODUCT

In an evening contemporary the former headmaster of Merchant Taylors School, Dr. Nairn, has been telling its readers that he thinks the public school boy of to-day is not the equal of those of his youth, and that the present generation lounge through life and are consequently beaten in the race for success in any profession or trade they take up in after life by the pupils from secondary, or even elementary, schools. Dr. Alington in reply repeats his conviction that all is for the best in the best of public school worlds. And a long series of letters will probably fill the editorial basket on this ever-recurring subject. The truth is that our public school system with its worship of games, its over-full time table and its inclusion of a multitude of side-shows with little relation to education, suits some boys and enables others to pass through its meshes without gaining any educational advantage. Many send their sons to our great schools for the social prestige they imagine it gives them. Others because they were there themselves or because they think the training in mixing with others is beneficial. For the boys do learn to hide all their better feelings and to adopt a careless attitude to all the buffets of fate.

Mr. Baldwin and Lord Eustace Percy seem to be aiming at a system similar to that in force in France and the United States where very few boys go to any but state schools. This certainly leads to a greater patriotism and to a welding together of the whole nation. What is really needed in England is a different type of teacher in our bigger public schools. In France no teacher can enter a *lycée* unless he is an *agrégé* in his subject and the majority of them undertake the work in the missionary spirit of influencing the young for good and making France a stronger and a better country. This gives them the power of interesting their pupils in what often is a dreary task. The test of a real teacher is this very power of imparting interest to dull patches of his subject. Many a boy has learnt little or no scholarship during his three or four years at a public school; he then goes abroad for a year and returns full of enthusiasm for learning.

DE V. PAYEN-PAYNE.

ART APPRECIATION IN THE SCHOOLS

The last paragraph of the extract from Mr. Gleadowe's article supplies the gist of the reply to Mr. Shuttleworth's objections as given in the May issue of the *Journal*. I maintain that the order in which I have placed the aims of art-teaching is the right order. The analogy of literary and musical teaching carefully considered should be sufficient to establish this conclusion. First show the pupil what has been done, secondly, when his fingers are itching to follow the lead of the great masters with whose work he has been made acquainted, let him try and see what he himself can do. Thirdly, if he finds the high path too high for him let him see that there is at least some utilitarian purpose to which his efforts may be turned.

The term "listlessly" to which objection is made as implying a charge against the teacher, was not intended with any such implication. Listlessness is an inevitable result of persistence in wrong method or of walking too long in paths that lead to no happy goal.

By all means let us have more craft work in the schools: every decent secondary school should have its woodwork shop, its printery, and so on. But let the pupil see first what he is to aim at, what can be done in the craft to which he sets his hand.

(*Continued on page 396*)

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Otherwise interest which Mr. Shuttleworth regards as "the main thing" will not be attained but stifled.

May I now add to the bibliography printed in the April number the names of the first two volumes of a series on "Art in the Life of Mankind," in course of publication by Batsford, specially designed for courses of appreciation by the author, Mr. Allen W. Seaby, Professor of Fine Art in the University of Reading? The first takes "A General View of Art," the second deals with "Art in Ancient Times." A third volume is now in course of preparation on Art in Classic Times, and further volumes are projected on the Byzantine, Medieval, and Renaissance periods. Architecture, sculpture and painting are included in the scope of these works, the first two of which I have just seen and find admirable. The price of each volume is 5s.

W. N. HILLS.

Mr. Nott, in your May number, refers to the desirability of being able to show good and bad examples of objects together. It may interest art teachers to know that the *Design and Industries Association* has prepared a selection of lantern slides for that purpose for loan. For information application should be made to The Secretary, the D.I.A., 6 Queen Square, W.C. 1.

SECRETARY, N.S.A.M.

AN EXPERIMENT IN PREPARATORY SCHOOL EDUCATION

I have read with much interest the article on the above written by Mr. Geoffrey Hoyland in your issue of April, and I would like to offer a few criticisms on the system as it appears to a parent.

My first objection is that it apparently involves the arbitrary selection of certain boys to hold positions of power and privilege. This may be necessary in the prefect system of a public school, but in a preparatory school it is dangerously near to favouritism, and will probably appear so to the boys, and to the parents of the boys, not so selected. The young men at the head of public schools are fitted by their age, increased sense of responsibility, and knowledge of life, to exercise authority over their fellows, but I greatly doubt if this power is suitable or healthy for small boys. They are growing in mind and body very rapidly, and it takes all their vitality to develop themselves and control their own behaviour, without assuming powers over others, and responsibilities that rightly belong to masters.

Secondly, I object to the added tendency to secretiveness and cliquishness, already far too prevalent in many schools. The idea of the seven leaders and masters holding secret meetings, passing on instructions after secret discussions with their seconds in command, and having secret conclaves with their representatives, as to the moral tone of form or dormitory, is, to me, very regrettable. The whole system seems to make for suspicion, jealousy, and tittle-tattle. Added to this, small boys are totally lacking in the judgment required for such a position. They are not capable of deciding in the misbehaviour of other small boys what is a real evil or only a slight misdemeanour, nor are they able to conquer their prejudice for particular people. The writer says, "Boys are very reasonable creatures and are quick to realize on the whole when a slow fellow is doing his best." With this I entirely disagree. Boys are not very reasonable creatures about other boys, and can be exceedingly cruel to each other.

The whole system seems to depend too much on popularity, and the dull and unpopular boy, no credit to, or favourite in his pack, must have a much more unhappy time than where masters are more in control. As is admitted in the article, slow, older boys run the risk of being continually harried by the clever juniors in their pack in order to bring it credit. Psychologically this is exceedingly dangerous, and may do great harm.

As a parent I should very much prefer to leave a son of mine to the mercies and direction of a master than to that of nine other little boys of his own age; nor on the other hand, should I like him to be placed in a position of power and responsibility over others, many years before he was fitted for it.

AN EXPERIENCED PARENT.

Personal Paragraphs

IT was a happy thought of the Educational Institute of Scotland to take advantage of Prof. Dewey's presence in Edinburgh as Gifford Lecturer to confer on him the Honorary Fellowship of the Institute. The list of honorary fellows is a short one, because the degree is given sparingly and only to those who have done very outstanding work in education. But the addition of Prof. Dewey's name has been universally recognized as eminently right. Pragmatism as a view of life and education has had but a slight influence in Scotland, where the idealist philosophy still continues in spite of waning power, to be the most important strain of thought. But Dewey's work in its practical applications, as the Institute's spokesman indicated, has had a considerable influence, both direct and indirect, on the life of the schools. America and Scotland have always had a good deal in common in their educational thinking, and it is not strange that Scottish teachers should be conscious of kindred attitudes in a view of education so characteristically American as Dewey's. The honour done to Prof. Dewey, however, was not prompted by agreement with his opinions but by admiration for the notable contribution which he has made to the educational thought and practice of our times.

* * *

Within the last three or four years there has been a complete change in the headship of the four constituent colleges of the University of Wales, the last vacancy, that at Cardiff, having just been filled by the appointment of Prof. J. F. Rees, head of the Department of Commerce at the University of Birmingham. This appointment is of special significance, not only because the College is faced with the urgent necessity of finding solutions to one or two very difficult problems—for example, that of the future status of the Medical School—but also because of the need for calling to the support of the College all the resources of sympathy and finance of so important a commercial and business centre as Cardiff. Prof. Rees specialized in history, in which he took Firsts at Oxford—and later in industrial history. His university experience extends over universities in Wales, England, Scotland, and Ireland. He has had a wide experience in the adult education movement, his class for quarrymen in North Wales being probably the first adult education class in that area. At Edinburgh he was one of the founders of the Scottish Workers' Educational Association. In 1925 he was invited to succeed Sir William Ashley as Professor of Commerce. There he established the most intimate contact with the business and social life of the city, serving on several education committees, on the University Committee for Social Studies, and on the Joint Committee for Adult Education. He was also a member of the Chain Trade Board of the Ministry of Labour. It is clear that Prof. Rees has had experience which will go far to help him to unravel many of the College's difficulties. Despite the generosity of a imited circle of donors to the College, it cannot be said that the great business men of Cardiff have seen in the College an instrument ensuring the future efficiency of business in Cardiff and which, therefore, they should support. Here Prof. Rees will unquestionably forge strong links with business on the one hand and with the rapid expansion of adult education in South Wales on the other.

(*Continued on page 398*)

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MR. R. CARY GILSON, Headmaster of King Edward's High School, Birmingham, retired in March after twenty-eight years' tenure in office. Educated at Haileybury, scholar and fellow of Trinity College, Cambridge, he was a master at Haileybury (1887–1890) and at Harrow (1890–1900), before taking up appointment at King Edward's. His twenty-eight years of office mark an epoch in the school's history. In a long catalogue of academic successes the chief were the Senior Wranglerships of 1909 and 1910, First Smith Prizeman, 1929, and three of six university prizes in classics at Cambridge, 1925. The structural landmarks to his era are the school pavilion, the large chemical laboratory and the new physics and biology laboratories. The fact that the foundation of King Edward VI still retains, after the War and post-War difficulties, its unique and independent character is very largely due to Mr. Gilson's judgment, energy, and vision. The foundation includes, besides the premier school, three boys' and four girls' schools, and so the major portion of secondary education in Birmingham came under his tutelage. As Chairman of the Birmingham Higher Education Sub-Committee, 1904–1913, and as President of the I.A.H.M., and Chairman of the Headmasters' Conference, he has taken great part in the shaping of educational policy, local and national. Mr. Gilson's public services were considerable; he rendered very great service, too, to the profession. He disliked catchwords and self-advertisement —two features of modern life which have invaded in some measure the sphere of education. He was a realist who believed in the school as a human institution; he combined respect for tradition with great interest in modern subjects, and gave to his pupils and masters the sense of the value of culture as a broad and generous outlook on life.

* * *

SIR THOMAS HOLLAND, Rector of the Imperial College of Science and Technology, is to succeed Sir Alfred Ewing as Principal of Edinburgh University. Sir Thomas is a former student of the Royal College of Science, now the Imperial College, and a considerable part of his career has been spent in India, where he was director of the Geological Survey. In recognition of his research work in geology he was awarded the Bigsby medal by the Geological Society. In 1909 he was appointed Dean of the Faculty of Science of Calcutta University, and during the War he was President of the Industrial Commission and later President of the Indian Board of Munitions. Last September Sir Thomas was elected President of the British Association for the South African Meeting. He has previously served as President of the Geological and the Educational Science Sections of the Association.

* * *

MR. F. R. DALE, D.S.O., M.C., Headmaster of Plymouth College, has been appointed Headmaster of the City of London School, in succession to Dr. Chilton, who retires at the end of the present term after twenty-four years' service. Mr. Dale, who is forty-six years of age, is an old pupil of Oundle School and graduated from Trinity College, Cambridge, 1906, with first classes in both divisions of the Classical Tripos. In his first year he was equal second for the Chancellors' Classical medal. He became an assistant on the staff of Leeds Grammar School and transferred to Plymouth College as Headmaster in 1920. Mr. Dale has been President of the Association for the Reform of Latin and he is at present a member of the Secondary Burnham Committee.

* * *

MR. C. E. YOUNG, sixth-form Classical Master at Fettes College, is to succeed Dr. R. S. Moxon, as Headmaster of Lincoln School, at the end of the present term.

* * *

MR. FRANK ASHTON, Assistant Secretary to the Cumberland Education Committee, has been appointed Director of Education of Carlisle. Mr. Ashton was educated at Kirkham Grammar School and Blackpool Secondary School, and took his B.A. hons. degree from Pembroke College, Oxford, in 1922. He was awarded the M.A. in 1924. He was trained at St. Mark's, Chelsea, and became a primary school teacher under the Liverpool Education Committee. During the War he held a commission in the R.F.A., and was demobilized with the rank of captain in 1919. In 1922 he was appointed on the staff at the Farnworth Grammar School, Lancashire, and in 1925 became Junior Assistant Secretary to Cumberland. He succeeded to the post of Senior Assistant when Mr. H. M. Spink was appointed Director of Education in East Suffolk.

* * *

PROF. OLIVER ELTON has recently been elected Gresham Lecturer of Rhetoric in the room of Prof. Foster Watson, deceased.

ONLOOKER.

Prize Competitions

The winner of the May Competition is " Als ob," *proxime accessit* " Dane."

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Sur les eaux du large fleuve
Ont apparu les barques peintes,
Les barques peintes des Cosaques
Avec leurs proues en fer de lance. . . .

Maintenant ils passaient la mare. Les cuivres emplissaient de leurs éclats la grand'-rue, qui en fait de fanfare n'avait jamais entendu que le violon des mariages et les sons de la corne de bélier, lorsqu'au grand jour de Kippour la trompette sacrée annonce que le Seigneur a prononcé son jugement sur les hommes. Et toujours retentissait la chanson de Stenka Razine, le chef légendaire des Cosaques du Don, qui dans le temps même ou Chmelnicki immolait les Juifs par milliers, massacrait, lui, les Boyards, montant et descendant les grands fleuves et promenant partout la terreur, de la Mer Blanche à la Perse.

Sur la barque qui s'avance en tête,
Stenka Razine se tient debout
Emlaçant sa Persane, . . .

Brusquement la musique s'arrêta et la chanson aussi.

(*Continued on page 402*)

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TRANSLATED BY "ALS OB"

Their music was heard a long way off. Now they were reaching the cornfields, and the gleaming points of their spears flashed among the waiting harvest-sheaves. Crowded on the edge of the marsh, the men on one side, the women on the other, Jews and Jewesses watched the magnificent riders draw near on their small horses: they wore Astrakhan caps pulled over one ear, and rode spear in hand; their whips were fastened to the saddle, and the little leaden balls that tagged them sometimes even trailed on the ground; their mien was proud and arrogant, and they opened their mouths wide to pour forth the sonorous chant that fell in a shower of strange, heroic, jubilant notes over the village:

On the breast of the great river
Have appeared the painted barges,
Painted barges of the Cossacks,
With their prows of burnished steel. . . .

And now they were passing the marsh. The brass instruments filled the highroad with outbursts of sound—a highroad that had never heard anything in the way of musical flourish, save the fiddle at weddings, or blasts from the ram's horn when, on the great Day of Atonement, the sacred bugle proclaims that Jehovah has pronounced judgment on mankind. And still rang out the song of Stenka Razin, the legendary chief of the Don Cossacks—who, at the very time that Chmelnicki was slaying the Jews in thousands, was himself massacring the boyars, sailing up and down the great rivers, and spreading terror everywhere, from the White Sea to Persia.

On the barge that leads the way
Stands Stenka Razin, in his arms
Clasping his Persian maiden, . . .

Of a sudden the music ceased, and the song likewise.

This passage is quite straightforward, but even so we were delighted with the excellence of the entries. Consequently the marking was such that even a Class III is nothing dreadful. All the Class I entries had no mistake at all, and we were obliged to classify them according to such minor matters of style as not making it quite clear that the prows of the Cossack barges were "shod" (if that expression can be used of the bow of a ship), with metal, or giving a flavour of festivity to the reference to the blasts of the ram's horn on the Day of Atonement. In this connexion we liked "H. S. W's" *bursts of music* for *fanfares*, and we deplore the laziness of too many competitors who begged the question by leaving the French word. And other lazy competitors—"Superannuated," "Leander," "Bésique," and "Borderer"—translated *cavaliers* as *cavaliers*. "Duo" and "M. W." were quite astray and called them *knights*.

The version which *proxime accessit* is unsigned, but we ascribe it to "Dane." We do not think we can be mistaken in his characteristic classical handwriting. He will know whether it was his if we quote his verse:

On the broad river's flood
Are seen the painted ships,
The Cossacks' painted ships,
With prows lance-tipped with steel.

Some of our readers are so well equipped with unusual knowledge that they even rendered *Kippour* into English; they were "Als ob," "H. S. W.," "Blot," "Bésique," "Ami," "Nemora," "V. N.," "Anna Knowles Merrit," "Cadwal," and "Houri"; but we did not count it a mistake for others to preserve the Hebrew word. "V. B.," however, called it a *feast day*, and that would hardly pass. We were surprised at "Bramble," whom we have often noticed as a possible future prize-winner, rendering *le Seigneur a prononcé son jugement* as *Christ had . . .*; "Bogey" also made this mistake, but "Bogey" is a new hand. Another queer error was "Cadwal's" *hymn* for *chanson*; surely his own rendering of the two verses given was enough to show him it was a ballad.

Enlaçant sa Persane gave a lot of bother; "Leander" and "M. R." thought it was a name, *his Persane, his fair Persane*; "Trivia" and "Margaret" went one better and put it *twisting his Persane*; "Cormac" could not find the word *Persane* at all, but tells us that he decided to have a shot at it all the same, and we hail the ingenious result with an appreciative grin—*Lacing his doublet!* We commend all those who, like "Hippeus" and "Woodlea," put *his Persian maid*, or like "Nemora," *his Persian maiden*, the difference is merely one of rhythm. But it was a pity that "Nemora" also needed an accent on the final *é* of Razine to suit his metre, because the name is really *Razin* and was correctly so given by the learned "Als ob," "Hippeus," "Alfenus," "Auburn," and "Dalney"; the final e is mute and is only used in French for the sake of pronunciation.

We rather regretted that so many readers preferred *crops* to *harvest* for *moisson*; they are quite justified, but the word *moisson* calls up a definite picture of the crops at a certain stage. "Emil Jay" cleverly suggested this picture in his *motionless yellow grain*.

Class II lost from half a mark, at the top, to one and a half at the bottom. Class III from two marks at the top to four at the bottom. There were very few careless mistakes—"M. T." read *proie* for *proues* and called them *booty*; and also gave *millions* for *milliers*, a mistake in which he had the company of "D. M. E. B."; "Marietta" translated *corne* as *conch*, and so gave her version an Indian flavour; "D. M. E. B." went further and called it *the ram's hoofs*. "Blot used the word *mythical* when he meant *legendary*. Stenka Razin was not mythical, but a well-known rebel leader of the seventeenth century. The ballad is spoilt for chivalrous readers by the verse which tells how he flung his fair Persian into the Volga because he could not stand the taunts of his men. But she was avenged when Razin was finally caught and quartered alive.

We commend "Cadwal" for rendering *étranges* as *wild*; he was the only competitor who realized that an English writer would probably have used *wild* in that connexion.

One reader put down something which is too funny to lose, but we refrain from giving his name; we feel sure he knows Spanish, and therefore connected *Persane* with *Persiana*—a Venetian blind—for his Stenka Razin was *opening his lattice*.

A Prize of Two Guineas is offered for the best translation into English verse of the following poem from "Leggenda Eterna" by Vittoria Aganoor:

O PAROLE

O parole, che a frotte
correte il mondo, eterne
forme, nate con l'uomo ne la notte
de la sua patria torbida e lontana;
lamento e prece, cantico e ruggito
di questa prigionera anima umana;
o sfingi che formiste
le terribile vampe,
e le pegole e i ghiacci de le triste
cerchie infernali a Dante, e il gran sorriso
di luce, onde la sua *candida rosa*
irraggia l'infinito *Paradiso*;
stelle non siete, o fiori;
ma de i fior, de le stelle,
tutti gli incensi e tutti i splendori
noi vi sentiamo effondere e cantare
como usignuoli, e no lo sdegno irrompere
ed emular le collere del mare.
Salve, salve o sirene;
o chimere, possenti
maghe! da voi, solo da voi ci viene
la dolcezza o l'amaro, il buio o il sole;
voi la forza del mondo e la belleza,
voi la fiamma, voi l'anima, o parole.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

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(Continued on page 404)

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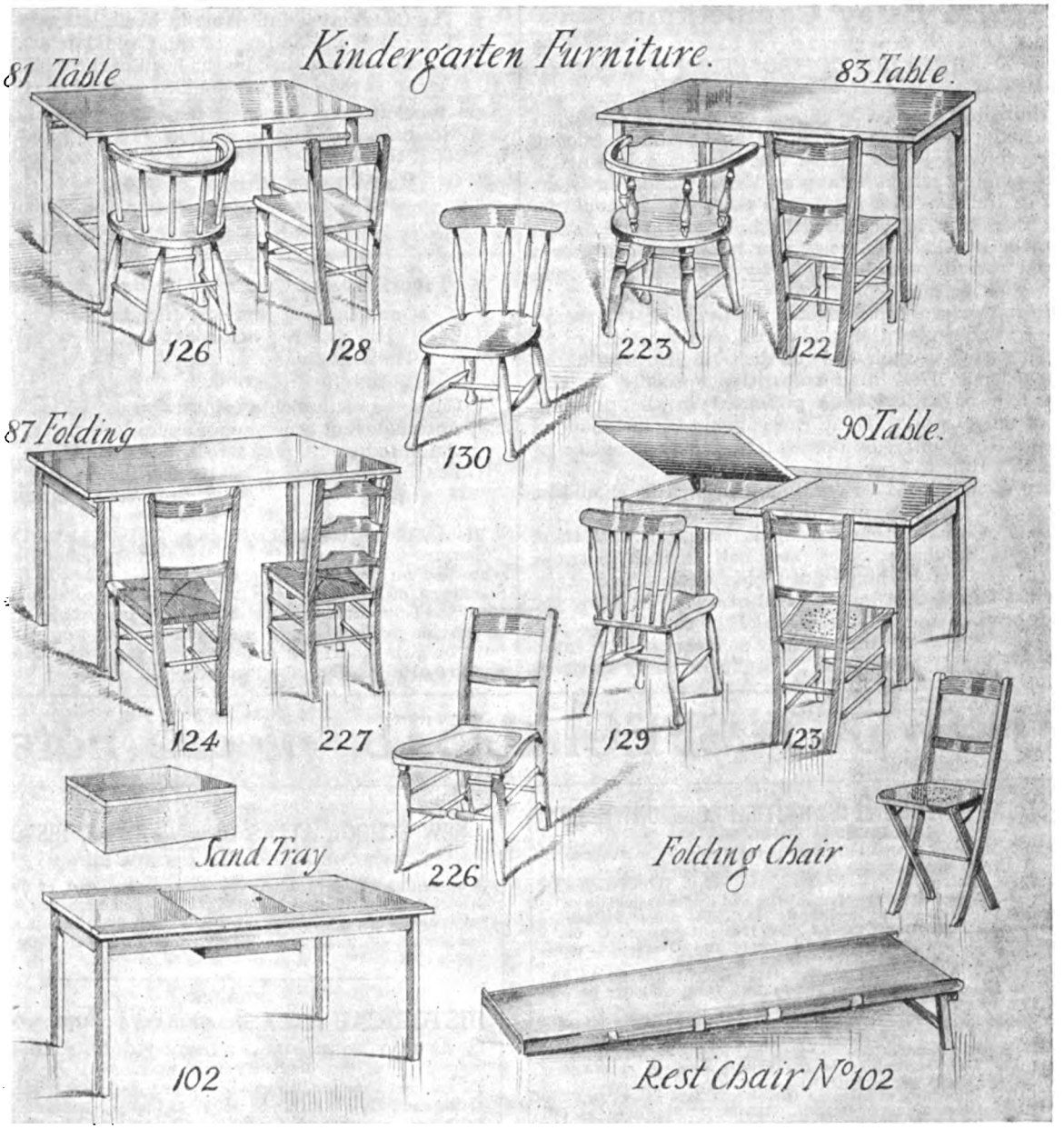

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ENGLISH COMPOSITION

The Editors hereby offer three prizes—a first, a second, and a third, in books to be chosen by the successful competitors to the value of £1 1s., 12s. 6d., and 7s. 6d., catalogue price respectively—for the best essays written in English by boys or girls attending any secondary school in Great Britain or Ireland. Not more than three essays should be sent in from any one school, the selection at this stage being made by the form-masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

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His wealth a well-spent age,
The earth his sober inn,
And quiet pilgrimage.

Cui soli amici pulchra cogitata sunt,
Actumque cui bene aevum opum loco stetit,
Cui mundus, ubi pius serenum iter facit,
Frugi dat hospitium, beatus ille homo.

BASIL ANDERTON

* * *

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LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4.

Education and the Three Political Parties

As we write a general election is upon us—a fact with which this *Journal* has no special concern, except in so far as questions relating to the education ofthe people are involved. In attempting to take stock of the educational situation, we write, or we believe we write, with the impartiality of an interested and adequately informed visitor from the other side of the globe, or even from another planet. If it be objected that such an attitude is psychologically impossible, our reply is that what is possible on a judicial bench should not be impossible in our editorial chair. Further, we do not follow the example of a distinguished public man who advises people not to vote for a candidate who is not sound on the great questions of peace and the reduction of armaments, though in fact it is obvious that the less we spend on armaments the more we can spend on education. It is too late to offer advice about voting even if that were in place in these columns. We simply take the statements issued by the three political parties as to what they have done, and what they severally hope to do, for education, and we make what we can of these statements.

It was a Liberal Government which, in passing the Act of 1870, laid the foundations of elementary education for all. It was a Conservative Government which, in passing the Act of 1902, re-modelled our local administration of education, and laid the foundations of a state system of higher schools. It was a Coalition Government—with a Liberal prime minister who gave a Liberal minister his chance—which took advantage of a wave of enthusiasm for re-construction, to pass the Education Act of 1918, and to ensure a better supply of teachers by placing their position and prospects on a sounder footing. It was a short-lived Labour Government which took the step that led to the publication of a document which may now be said to dominate

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the educational situation, the report on the Education of the Adolescent. We will not venture to say that honours are easy, but we do venture to say that each of the three parties has some reason to be proud of its record, at any rate to the end of the first quarter of the twentieth century.

The present Government claims to have made a satisfactory record during its five years of responsibility. We think that an impartial judge would admit the claim, but he would in the same breath point to the Government's obviously limited object. The fact that the net expenditure of the Board of Education has continued to be practically stationary during these years, notwithstanding that educational needs are so great, speaks for itself. And it is a fact which squares precisely with the ministerial admission that these years have been mainly spent in surveying the ground and in planning for the future, and that the period of constructive reform is yet to be. Thus the progress which has been made in regard to buildings, size of classes, secondary school accommodation, and free places, must have been made by economizing, or, to use an expression less open to criticism, by cutting down expenditure, in other directions. Whether more money ought to have been found, and where it ought to have been obtained, are questions of general politics which we must leave to our readers. We merely point to the facts.

When one comes to compare the three statements of policy, naturally one finds a good deal of quite common ground. In a sense, most of the ground is common, but with striking differences of emphasis. Each of the three parties desires to see the school age extended to 15 at least, but the Conservative programme introduces the qualification "if the parents so desire." Each party desires the linking up of the schools with places of higher education, with an adequate scholarship system. Each party desires improved facilities for technical education, but the Liberal and Labour programmes lay some stress also upon continued part-time education up to the age of 18. All three parties desire a full system of post-primary education, but whereas the Conservative programme appears to favour the traditional restriction of the term "secondary" to an education of the academic type, the other programmes prefer to break with a tradition which "sets a higher community value on the mind which thinks in the abstract than on the mind which thinks in the concrete."

The most remarkable difference of emphasis is seen in the statements relating to the provision to be made for children under 5 years of age, especially, of course, the small denizens of the slums. The question of nursery schools stands just where it did five years ago, *i.e.* they are very few in number, and these few are non-provided. The Labour and the Liberal parties put nursery schools in the forefront of their proposals, but with differences. The Liberals apparently regard nursery schools as an obligation on the community until the slums have been cleared, whereas the Labour programme suggests no such limitation. The Conservative statement does not give prominence to this matter, but promises a careful inquiry. There is probably no educational question which exemplifies more pointedly the fundamental cleavage of parties—the relative stress which different parties place on state responsibility and on individual (in this case, parental) responsibility. The same can scarcely be said of the problem of defective and insanitary buildings. If the State compels people to send their children to school, the State is morally bound to see that children are not being taught hygiene in unhygienic buildings, and that no teacher can complain of insuperable difficulties in training the children in habits of common decency. The Government points to the progress which has been made, and promises continued progress; its critics aver that to have dealt in some sense with one-third of a long "black list" which is pretty certainly not long enough, is going too slow with a matter of literally vital importance.

But a careful perusal of all three programmes leaves the strong impression that the nation as a whole means well by education. Whatever the result of the elections may be, there seems no doubt that the new Government will do its best, according its its lights, for the rising generation of English men and women. *The Journal of Education* hopes to play its part in keeping the new Government to its word.

Occasional Notes

London University.

THE Report of the Principal of London University, presented on Presentation Day, shows continued progress. Another record was achieved in the number of candidates at all examinations, amounting last year to 34,941, comparing with 11,937 in 1913; and the number of candidates for degrees, 3,891, shows a corresponding increase. Of the candidates for degrees, 2,357 were internal and 1,534 were external. The roll of internal students now comprises 9,886 names. Some interesting information was given about the development of the Bloomsbury site, for which four proposals, an administrative block, the library, a great hall, and provision for the Union Society, have been definitely approved. We venture to express the hope that the new Senate will, as soon as possible, publish a comprehensive scheme for the development of research in all subjects, including education, in which a vast field awaits exploitation. As in science, the work in that field should have economic as well as educational results.

The Senate.

THE results of the elections to the Senate of the University of London—a general election consequent on the new Statutes—were announced at the meeting on May 14. These indicate a threat to the hegemony which the London Graduates' Association has hitherto enjoyed, due to the activities of the new Society, the Twentieth Century Society of London Graduates, a body working avowedly in the interests of the colleges and of the younger graduates. Four of their candidates—Prof. T. P. Nunn in arts, Prof. F. G. Donnan in science, Mr. Roger Smith in engineering, and Dr. W. H. Coates in economics, secured election—all, it must be said, strong candidates on personal grounds, though, in view of the generous representation of the professors through their faculties, it may be urged that Convocation should preferably elect lay members. Miss Ethel Strudwick in arts, and Mr. G. D. Dunkerley in science may be regarded as representatives of the teaching profession, in addition

(Continued on page 414)

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to Prof. T. P. Nunn; but several other well-known teachers failed to secure election. Since the time of writing the results of the Faculty elections have been announced, and the indications are that the newly-constituted Senate will be a more efficient and homogeneous body than their predecessors, and less distracted by internal dissensions.

TO readers of these notes the result of the General Election will be known. Teachers will have awaited the finding of this great national inquest without serious misgiving, for all the great political parties—Conservative, Liberal, and Labour—have given assurances of their educational faith and policy. The outgoing administration, with the active co-operation of the Prime Minister, made a special effort to explain and justify its educational programme. We have had the advantage of continuous policy under a single Minister of Education, carefully selected for the task, happy and contented in its performance, impartial and conciliatory, a rare phenomenon in twentieth century educational history. What the future may hold for our schools and colleges we cannot foresee, but the foundations of an efficient educational system have been well and truly laid, a system which will stand comparison with any in the world. If we have not always provided homes for heroes, we have provided schools for their children, notwithstanding serious economic difficulties. Our gratitude to Lord Eustace Percy is mixed with a lively sense of the further services he may render to the educational cause.

The Election.

LORD EUSTACE PERCY completed his four and a half years' tenure of office as President of the Board of Education by a notable speech on the Estimates. When he approached his task, he was faced, he said, with unsolved problems of teachers' superannuation and salaries, defective school buildings, large classes, insufficient secondary school accommodation. Soon afterwards came the reorganization of elementary education, the linking of training colleges with universities, a better understanding on religious education, improved administration. He did not claim to have solved all these problems, but there was a "certain substantial measure of success" This will be conceded, and it may be hoped that public appreciation of education will gain new ground in coming years. Building plans submitted in five years involving an expenditure of £25,250,000, may give qualms, but we are glad to receive the President's assurance that education would not suffer from the Government's derating measures. We strongly approve also of his comprehensive interpretation of "technical education." As he said, the idea that "adult education" would be contaminated by close association with "technical education" is "nonsense."

Educational Estimates.

ALTHOUGH the opinions expressed by "Teacher-Administrator" in the series of articles on the future of the Burnham settlement which have appeared in *Education*, are carefully stated to be unofficial, considerable interest attaches to them as coming from a source which is evidently well informed. The writer seems to think that after some manœuvring for position, both sides will end by giving notice to terminate the present award. We ourselves are not so sure that this will happen. Although it is true that dissatisfaction exists, it is also true that to throw the present scales into the melting-pot before reorganization under the Hadow Report has made much progress, might not be advisable. Too much importance should not in our view be attached to expressions of dissatisfaction which have already found utterance. On the one hand, some backward local authorities have suggested reductions, and on the other, as "Teacher-Administrator" notes, the Assistant Masters' Association has reaffirmed its claim to a higher scale of salaries, though we believe that it has not yet bound itself as "Teacher-Administrator" suggests, to press for radical alterations in the present scales. But in this connexion the view of the writer of the article that the number of male entrants to the profession "of the calibre we want to educate England's children," is insufficient, is certainly interesting. Perhaps it might be possible, without disturbing the main lines of the present settlement, to agree to certain minor adjustments which would remove a number of causes of dissatisfaction.

The Burnham Scales.

A CONFERENCE of the heads of Welsh public and secondary schools was held recently at University College, Cardiff, to consider the place of "Law in the curriculum of the Secondary School." The chairman pleaded for some such instruction, not necessarily vocational, in secondary schools. Lord Atkin, Lord of Appeal, contributed a paper in which he stated that some knowledge of law is an essential element in education, and that the community suffered from the fact that law is treated as a mystery. Ordinary citizens ought to be on familiar terms with law. It was not his aim to encourage a class of "school lawyers," but he did think it possible to deal with such matters as: what law is, what is a right, a duty, a wrong, the elementary principle of contract—which he considered as good a medium for training in clear thinking as logic or mathematics—, some idea of the duties of the courts, the judge and the jury, and some elementary ideas of what the Constitution is and of local and central government. He did not advocate the inclusion of law as a separate subject in the school curriculum; indeed, it is best taught incidentally in connexion with history, civics and economics. The case put forward by Lord Atkin is reasonable and appropriate to the time, and certainly does not seek to complicate still more the balance and extent of curricula. A secondary school course which does not equip a pupil with a fairly accurate idea of what a contract or a pact is cannot be considered as complete. The "newspaper hour" of the head with his senior boys is full of opportunities for this truly cultural, if elementary treatment of law.

Schools and the Law.

IT may fairly be claimed for the Welsh Branch of the League of Nations Union that it has done real pioneering work in the schools. Some years ago it arranged conferences of teachers in all grades of schools, inspectors of schools, experts in the teaching of history and geography, and lay and professional administrators of education, for the purpose of surveying existing methods of teaching history and geography and the quality and provision of school books in those subjects. As a result valuable brochures have been published which have not

Wales and World Peace.

(Continued on page 416)

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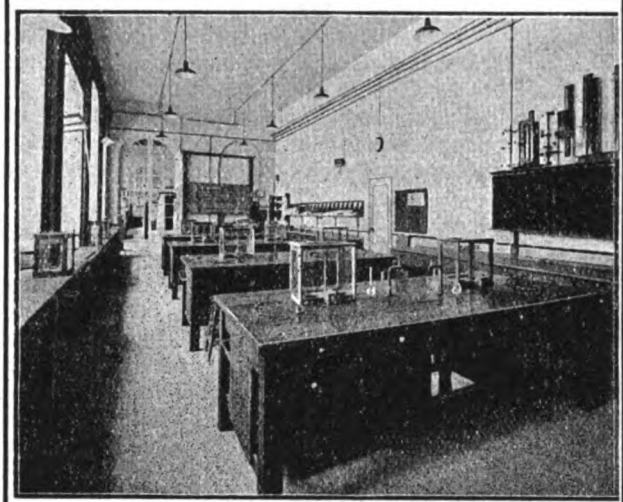

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only contributed to the furtherance of the cause of peace, but have helped in breaking down that isolation of subject from subject which is largely responsible for the complaint of overcrowded curricula in our schools. The Welsh Branch is responsible for the peace message from the children of Wales to the children of the world which is broadcast on St. David's Day each year, and which has established links between child and child, and school and school, which have proved to be of high value as educational instruments. The latest significant step is the setting up in the International Labour office at Geneva of a bust of Robert Owen, a pioneer of the idea of international peace. His experiment at New Lanark was the germ of a movement which put a stop to child slavery and the wage-earning employment of children under ten years of age. Believing that social progress depended on the education and environment of the child, he established the first infant school in Great Britain. Its curriculum was, however, ahead of the times, and included dancing, the singing of Scottish and Italian folk songs, playing on musical instruments, and object lessons in nature study conducted in the open air.

THE Kent Education Committee has just issued its report on "Education in Kent during the Five Years, 1923-8." The chairman of the committee, Sir Mark Collet, writes a characteristically breezy and interesting preface, in which he compares the present report with one issued in 1906, when Sir William Hart Dyke was chairman. The one common ground of the two reports is that localities are called upon to bear a disproportionate share of what is a national obligation. In 1906 there was no anxiety about elementary education, but now the elementary school is fairly in the melting pot. In 1906 the Committee's chief concern was with higher education, but mostly with a view to what is now but a small part of the general scheme, the provision of suitable teachers for the elementary schools. But, greatest and most promising change of all, is that whereas in 1906 the Committee was patiently striving to get a reluctant public to swallow small doses of education, it is now unable to keep pace with the public's insistent demands. The report contains many points of general interest, including photographs and plans of school buildings, and diagrammatic representations of income and expenditure. There is abundant evidence that Kent is to be congratulated upon its progressive Education Committee, and upon the work of its director, Mr. E. Salter Davies.

Five Crowded Years.

THE fifteenth annual report of the Carnegie United Kingdom Trust is a plain and businesslike record of a noble and impressive contribution to social welfare. The report repeats a former warning that the Trust funds are not merely a bank at which any deserving body may legitimately present its demands; and that it is not sound policy for the Trustees to undertake permanent responsibility for the maintenance of institutions or movements which they decide to help, but rather to give cautious but liberal assistance, and then to reserve their resources for yet newer movements. The payments made in 1928 include £90,500 granted for libraries; £7,530 for rural development; £12,870 for music, drama, and related activities; £4,780 for physical welfare; £8,880 for hostels; £4,245 for playing fields; £3,750 for the National Institute of Industrial Psychology; about £3,000 for adult education schemes; and about £5,000 in smaller amounts. We make no apology for picking out these figures from the statement of accounts, because they give a concrete and real idea of the manner in which the resources of this great institution are administered.

The Carnegie United Kingdom Trust.

WE have several times directed our readers' attention to the informative and interesting Bulletins issued by the World Association for Adult Education, from its headquarters at 16 Russell Square, W.C. 1. Bulletin No. XL has just been issued at the price of one shilling, and it well maintains the standard set up by previous issues. There are two long papers, one entitled, "The Highway and the Strait Gate," and the other on Adult Education in the Rhondda Valley. There are also several shorter papers. The second of the longer papers describes how adult education workers have helped in their own way, and a most excellent way it is, to mitigate the hard lot of the Welsh miner. The other paper is critical as well as descriptive. The writer bases himself upon the fact that the average adult worker is not capable of a high standard of intellectual achievement; which, by the way, is as true of most other classes as of those usually called "workers." But there are a few whose natural gifts entitle them to a place among the aristocracy of intellect. For the mass of adult workers there should therefore be a broad "highway" of classes more elementary and more attractive than the extant preparatory classes; and for the very few allowed through "the strait gate" there should be "something like the three-year tutorial course at its best, but relieved of its weight of passengers." Such is the theme of this very able contribution.

Adult Education: The World Association.

COLEG HARLECH, the adult education college of Wales, has adopted the method of the consultative conference to get into touch with individuals and societies working, in various ways, towards the end which it itself seeks. At one such conference held there in April, representatives of the Joint Committees for Adult Education of the University Colleges of Aberystwyth and Bangor, of education authorities, agricultural committees, rural libraries teachers in all grades of schools, religious denominations, women's institutes, His Majesty's inspectors, &c., met the College staff and representatives of its Council to discuss how more effective co-operation and contact could be established. The President of the Council, Sir Harry Reichel, late Principal of University College, Bangor, wrote to the conference to say that education in Wales is a traditional ideal. The average student in adult education brought to education a valuable contribution of keenness, experience, and responsibility. Free government was bound up under modern conditions with democracy, but democracy bore within itself the germ of dissolution, always ready, like every disease germ, to seize any opportunity offered on the part of its host to master the vital forces and kill the organism in which it resided. Such institutions as Coleg Harlech ensured the good health of the social organism, and so were most potent

Adult Education in Wales.

(Continued on page 420)

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and salutary influences in maintaining the vitality of free development. In the course of the discussion it was pointed out that the College was novel because it did not immediately suggest either a vocational training or an examination test; in the College the cultural influences of the university would work upon them by means of study, contact with professors and tutors, and easy access to a fine library in a beautiful building. The students at present in residence include a motor driver, a lodging-house keeper, a cotton weaver, miners, teachers, steel-workers, quarrymen, three students from Denmark, and one from Finland.

THE Report of the Committee of Council on Education in Scotland for 1928–9 shows that during the last five years there has been a definite advance towards the ideal of an all-graduate profession. The percentage of graduates among the men teachers (who number almost exactly a quarter of the whole professional body) rose from 49 to 55 per cent; and among the women from 13 to 18 per cent. In view of recent developments it is tempting to visualize the graph of progress mounting steadily up till all teachers are graduates. But Dr. J. C. Smith, the Chief Inspector for the Training Colleges, continues doubtful, both as to the desirability and the possibility. He is impressed by the excellence of the non-graduate women teachers staffing the lower classes of the schools and does not think a degree would improve their work. Teachers are more critical than he is of a course of training which, by its narrowness and incompleteness, calls for continual supplementing at summer courses and attach greater importance than he does to the university connexion for its effect on their status. Probably Dr. Smith would agree that the possession of a degree by these women, even if not of direct value in teaching, would not make their work any less efficient, if there was a big enough supply of graduates available for the staffing of the schools as a whole. The real point at issue between him and the teachers is whether a sufficient supply can be got and maintained. They think it can: he is doubtful.

A Graduate Profession in Scotland:

THE circumstances of the present year have given some support to Dr. Smith's doubts. When the Scottish Training Centres got a fixed quota of entrants for the session, it was calculated by the National Committee for the Training of Teachers that Glasgow would have some 500 graduates entering on training, and arrangements were made accordingly. It turned out that the proportion of the candidates who succeeded in completing their degree course in Glasgow University fell considerably below the calculated proportion: a result that seemed to suggest a not very creditable blunder in the National Committee's calculations. Dr. Smith turns the charge against the University and suggests that the proportion of failures was in excess of the expectation created by previous years' results: on which view the discredit would attach to the University. As universities cannot afford to be thought erratic in their standards of examination it is to be hoped that Glasgow will make the facts public.

Scottish University Passes:

AT present there is a general belief that within the last few years the percentage of failures in certain subjects more or less indispensable for a pass in Arts has risen till it stands at 50 per cent or more, with disastrous effects on the careers of the weaker students and a falling off in the supply of possible graduate teachers. If there is any truth in this belief there is urgent need for inquiry. To teachers accustomed to be judged on the passes and failures of their own pupils, the failing of such a large percentage of candidates for the degree of M.A. seems to indicate something badly wrong in the universities themselves. The obvious dilemma (to a teacher) is that either the students have been badly taught or that they are being examined on too high a standard. There is, of course, the possibility that some of the students lack the capacity needed for university work, as indeed the universities have been saying. But that is a hypothesis that can scarcely account for half a class failing. Whatever the explanation, something will need to be done. It is not only the possibility of students graduating in big enough numbers to meet the needs of the different professions (including teaching) that is involved, but the proper co-ordination of the schools and the universities.

And the Need for Inquiry.

DR. P. B. BALLARD had some racy things to say when he addressed the Conference of the National Union of Women Teachers on "Examinations—good and bad." He said that simple tests, a number of short questions each testing one point, were the best way of testing a child's intelligence or attainments. "If you want to know the blanks in a child's knowledge or its weakness, do it in this way by giving a number of little questions rather than by the old examination. You cannot do it by complex questions." He went on to remark that some questions were pure swank, due to the examiner wishing to show what he could do all out of his own head. It was important for every child to know the meaning of 10 per cent, because he might have money to invest one day, but it was certainly not important to know at what time between three and four o'clock the hands of a watch are together. We may agree that simple tests are better for younger children, but for older pupils should not the power of developing an argument and of setting out work clearly and logically be tested also? Possibly, too, Dr. Ballard is not quite fair to our examiners. We have often found them to be modest folk, not unwilling to learn from teachers or even from those whom it is their duty to examine. As for the 10 per cent and the clock sums, does not this raise the whole question of vocational training? And is it really fair to offer children the prospect of obtaining 10 per cent, leaving out of account the fact that only a small proportion of them will in all probability ever have any money to invest?

"Pure Swank."

PERHAPS the tendency of university professors in general is to pay tribute to outstanding ability, and to regard more mediocre attainments if not with contempt, at any rate with little more than tolerance. It is therefore noteworthy that at a recent conference of university representatives held at the London School of Economics, Dr. D. MacGillivray, a member of the Glasgow University Court, in introducing a discussion on the general standard of attainment required for

The Average Pupil.

(Continued on page 424)

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admission to a university course, said that while the task of the old secondary school was largely selective, it ought, under modern conditions, to give the fullest opportunities to its pupils to develop according to their capacities and afford them a preparation for life. Later in the meeting he said that the "average" pupil was the salt of the school, and that he would not for the world teach in a school of "intellectuals." This pronouncement is of considerable interest, coming as it does so soon after the widely-circulated statement that the average standard of attainment in Scottish Universities is declining. This is not in itself alarming. We are not among those who think that a university career is of advantage only to those of outstanding mental ability. Many "average" students, for instance, leave the university with an enlarged outlook which is of the utmost value whatever walk of life they take up. Still, there was some force in Prof. Bompas Smith's criticism, voiced at the same meeting, of the present method of making the matriculation examination a test of efficient school training. He wants the school certificate, taken at 16, recognized for this purpose, and suggests two years further attendance at school to qualify for the university. Rightly worked, we think that this would not shut out the average pupil, but would secure that he had progressed further. In fact, the two views are not necessarily antagonistic.

Vocational Psychology.

THE world would be a happier place to live in if the science of vocational psychology were more advanced. Dr. Chavigny, of Strasbourg, in a book recently published, comments on the ignorance of teachers, living a cloistered life, of what he calls *la lutte sociale interprofessionnelle*. Parents, he says, are bad judges of their children's social qualities and intellectual capacity which they commonly overesteem. How about examinations? Their value, he suggests, is often exaggerated. Employers must not expect perfection; their duty rather is to look for the special virtues which make for success in the particular industry or profession. Possibly this important work of deciding the work in life for which children are specially fitted, will be handed over to special experts, skilled and experienced medical psychiatrists.

"Cowper-Temple" Teaching.

THE President of the Board of Education was not happily inspired in stigmatizing the word "definite" in the expression "definite religious teaching" as a catchword, and Cardinal Bourne, on behalf of Catholics who have consistently used the word "definite" in an intensive sense, was justified in entering a dignified protest. In his apology, Lord Eustace Percy refers to prevalent misconceptions in the public mind. He constantly meets people, he says, who think that "the religious teaching in a council school cannot be really Christian at all, and have no conception of the very clear teaching about the fundamentals of the Christian faith provided for in the agreed syllabuses now in use." But if such teaching can be provided in council schools under the existing law, the question suggests itself, "Why not leave well alone?" The teaching profession as a whole has always the Cowper-Temple *concordat* as to the "right of entry," and is disturbed by the rumbles of another storm over religious teaching in our schools.

Religious Education.

ON the question of religious education, the late Government in its statement of educational policy expressed the view that "the time is ripe for a permanent settlement by agreement, based on a common recognition of the vital importance of religious instruction in accordance with the wishes of the parents." But detailed proposals were not put forward for the solution of this baffling problem. Miss Penelope Lawrence, formerly Headmistress of Roedean School, has suggested a scheme for "denominational teaching for all," based on special arrangements within or without the schools, including if necessary, the "right of entry," the cost of the denominational teaching to be borne by the denominations. She says naïvely that there are doubtless difficulties which have not occurred to her; but if successful it would solve a question which has been a difficulty for over half a century.

Church Schools

THE Archbishop of Canterbury (Dr. Lang) made a statesmanlike pronouncement on the question of Church schools at the annual meeting of the National Society. He accepted the main principles of the Hadow Report and recognized that Church schools, except in special cases, must become schools for younger children under 11. But he pleaded that, so far as possible, the Church should take its part in post-primary education, without however resisting, where necessary, the transfer of children to central schools provided by local education authorities. The law did not compel such transfer but "the Church did not want to stand in the way of their children, especially in the direction of educational advancement." He commended the new spirit with regard to religious education, particularly noticeable in some of the new syllabuses, such as those adopted in the West Riding of Yorkshire. If the Church Assembly, now engaged in preparing a report on the new educational development, follow the distinguished lead of the Archbishop, the outlook is hopeful.

A.T.T.I. Conference:

THE annual conference of the Association of Teachers in Technical Institutions was held at Liverpool, from May 18-21. The delegates were accorded a welcome by Sir Arnold Rushton, J.P., chairman of the Liverpool Technical and Commercial Sub-Committee, and, although the City Director of Education, Mr. C. F. Mott, was unable to be present, he sent a letter to the conference expressing his appreciation of the work it had done for technical education. He mentioned especially the Liverpool scheme for the education of builders in connexion with which a scheme had been agreed upon by the employers, organized employees, and educationists of the city. The resolutions which were discussed by the conference included expressions of policy on the B.B.C. councils for broadcast adult education and for school broadcasting, the future of the junior technical schools, and the development of schemes of examination. At the Association's annual dinner the toast of industry and education was proposed by the high sheriff of Lancashire (Mr. C. Sydney Jones, J.P.), and responded to by Mr. F. F. Potter, director of education for Cheshire.

THE presidential address was delivered on Whit Monday by the new president, Mr. A. E. Evans,

(Continued on page 428)

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of Battersea Polytechnic. There can be no doubt that it was a provocative address. Briefly, it may be said that it fell into two parts. The first part expressed disappointment, in very unmistakable terms, that, after the work performed, and the recommendations, by such committees as the Malcolm and Emmott Committees, the Board of Education had made no real advance. In the words of Mr. Evans the Association did not allow itself "to be deluded into imagining that there is yet any real move forward by the president of the Board." It is true, of course, that the President has not yet appointed the small national committee to co-ordinate the new movements in connexion with education and industry. But, as we hope, he may soon do so; and we certainly cannot agree that there has been no real advance. Mr. Evans may not think highly of the committees appointed to deal with salesmanship and with engineering: he may not be entirely satisfied with the development of the machinery which is being set up in Yorkshire to deal with the very questions on which he himself rightly puts great importance: but he cannot deny that their very establishment is an advance along the lines which have been so long indicated by his own association.

Presidential Address:

THE second part of Mr. Evans's address dealt with the incontrovertible fact that there are still those who pay lip-service to the new ideal of an education for industry and commerce which can be as liberal as any more traditional form, but, in practice, follow the ancient academic notions which refuse to regard industry as possessing that type of culture which is essential to the right conduct of life and leisure. We know there are such people. But, while we would not defend them, we cannot help remarking that the vigour of Mr. Evans's attack upon them may do little to effect a change. The change is taking place, but it is taking place in accordance with that conservative instinct which guides educational schemes—in our opinion very wisely, for our own experience is that educational opinion invariably follows public opinion rather than leads it. And perhaps, on the whole, the instinct which is responsible for that is by no means unsound.

Liberal Education.

IN commenting on the report published by the Senate of the University of London on medical co-education in London, we expressed regret that formal evidence was not produced as to the view taken by the medical schools on this question. This omission was quickly repaired in the case of the London School of Medicine for Women, by an opinion pronounced by Dr. Louisa Garrett Anderson, a well-known woman doctor. A medical school for women, she said, had enormous advantages over a co-educational school. Where women held the professorial chairs, women learned to trust women. Where there was co-education, the most important work was done by men. All teachers recognize the importance of the spiritual factors in education. Trust and sympathy between teacher and taught are essential conditions for successful teaching. Fortunately both medical men and medical women seem to know what they want in the matter of medical education. Their opinion must carry great weight for the unprejudiced student of the question.

Medical Co-education.

THE Bill to amend the provisions of Cecil Rhodes's will in regard to the selection of Rhodes Scholars has secured acceptance after severe Parliamentary examination. The opposition to the proposals relating to Jamaica and Bermuda has been met by allowing these islands to retain their privileges under the will. American scholars will in future be selected by a grouping of the States. There are now 199 scholarships, 156 by the original arrangement, and 43 provided out of the residue of the estate. "The real crux of the trust," Mr. Macmillan, the counsel for the Trustees, said, "was the method of selection of the beneficiaries; how to get the right type of man who would benefit by his residence at Oxford and maintain the traditions Mr. Rhodes was anxious to inculcate." Oxford University must, of course, maintain its own character and standards. We are not surprised to learn that the intake of colonial students is reaching saturation point. The Trustees, in taking legal steps to ensure a due supply of well-qualified scholars, were discharging their duty.

Rhodes Scholarships.

THE Report of University College, London, for 1928–29 is produced in a form which might well be copied by other London colleges, and even by the University itself, including, as it does, all relevant information on the work of the College, together with detailed financial accounts. The record is one of continued progress. Statistics of students give a total of 3,054, with a slight preponderance of men —1,659 men and 1,395 women. In arts, however, including the Slade School, there is a marked preponderance of women students. This is not altogether a healthy sign, when we remember that the other faculties are more markedly professional, and that a distinguished staff is available in arts subjects. There were 505 post-graduate and research students. Great progress has undoubtedly been made by the College in recent years in providing research facilities, especially in science and medical subjects. The centenary fund has now reached the substantial total of £212,242.

University College, London.

THE Report of the University Grants Committee of the Treasury shows a total of 43,262 university students, an increase of 908 over the previous year. Two-thirds of that increase is accounted for by Scotland, the growth of Glasgow University being especially remarkable. One-third of the increase is due to Empire students—gratifying evidence of the strengthening of those invisible bonds which are holding the Empire together. Women were 30·1 per cent and men 69·9 per cent of the total students. The Committee appears to be justified in its conclusion that "steady if unsensational progress continued to be made over the whole wide field." Not much is said in the report about research facilities in our universities. Having regard to the increase in the number of trained students available for research, a special study of this question, with suggestions for co-ordination and development, would be useful. If the universities do not adopt an active policy, this essential work will inevitably be taken over more and more by Government departments and by industrial organizations.

University Students

(Continued on page 430)

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London Schools.

SIR JOHN GILBERT, in introducing the London County Council education estimates, involving a capital expenditure of £850,000 and maintenance estimates of £11,344,205, reported a decrease of elementary school children from 531,350 to 513,000, but an increase in the numbers in the central schools. There were no central schools in 1908, he said. We wish more information were available about this hopeful experiment, about the curricula and the teachers of these schools and their link with industry. How many people realize that London has no less than eighty central schools? The London maintained secondary schools had 32,000 pupils compared with 20,000 in 1908. Remarkable progress has been made in the medical inspection and treatment of school children in London. The results are visible to the eye and are confirmed by anthropologists and other experts. Of course the expenditure is heavy, *e.g.* £15 12s. 4d. per elementary school child. The actual education rate this year would be 2s. 2¾d. and of the total cost the Board of Education would bear £6,123,215.

Tonic Sol-fa and the Future.

THE controversy as to the merits or de-merits of the sol-fa system is again to the fore, and for the seventh time the Council of the Sol-fa College has approached the Board of Education with a memorial re-stating its views on certain points in connexion with the music section of the "Handbook of Suggestions for Teachers," published in 1927. Dr. Hullah, whose own method of teaching singing was so successful, was against the method. Sir Arthur Somervell approves of the method, but thinks the notation unnecessary. The point at issue is, from the point of view of the Council, that you cannot divorce the time-notation from the syllables, and in its memorial the Council certainly makes out a strong case and supports the contention with argument and examples. Of the value of early teaching of the sol-fa system as an easy method of approach to staff notation, we have never had any doubt, but the question arises, "How soon, or at what point in the student's progress should the system be dropped, and the teaching of staff notation begin?" Is it not a significant fact that many of the cantatas, school songs, &c., now being issued, have *both* notations? The claims of the Council "that only by means of the tonic-sol-fa method and notation can a future generation of intelligent readers of vocal music be raised up," are entitled to respect, but now that instrumental music, school orchestras, the pianoforte, &c., are included in the musical activities of so many schools, does this claim still stand? It is a point on which we should welcome the opinions of our readers.

Resident Housemasters.

WE observe that the Assistant Masters' Association is considering the question of the remuneration of resident housemasters in boarding schools. It appears that in all efficient schools of this type the Burnham Scale is paid, but that a sum of from £60 to £80 per annum is deducted in respect of board and residence. But of course every one knows that the extraneous duties appertaining to such a post are much more onerous than those performed by a master in a day-school. A good deal of supervision is necessary, and "prep." has to be taken, while Saturdays and Sundays bring further extra work. We are aware that masters in charge of boarding houses sometimes make a fair profit on them, but we are thinking rather of the ordinary form-master who performs the duties we have mentioned without any additional remuneration. The position seems to us to be somewhat anomalous. Rough justice would in many cases be done by setting off the cost of board and residence against the performance of the extra duties, but it might be found that a more detailed plan would be better. It should, we think, be known that many masters in schools of this type would deprecate an agitation on their behalf. Even though their treatment is not quite in accord with justice, they simply wish to go on with their work. But this is not to say that conditions ought to remain as they are. In some cases the financial position of the school might make reform difficult, but in the end we think that boarding schools will be wise if they endeavour to remove the reproach that service in them is in some respects less attractive than in the great municipal day-schools.

Smoking.

MUCH interest has been excited by the decision of the Divisional Court of King's Bench that the Newport headmaster who inflicted corporal punishment on a boy for smoking was justified in doing so. The matter is of considerable importance, and most people will agree that the decision is in accordance with the dictates of common-sense. After all, a parent who sends his boy to school undertakes, or should undertake, that his son will keep the school rules. Most schools have definite rules against smoking, and any pupil who defies the rule really deserves all he gets. This is quite apart from the actual harm done to the boy by smoking. The parent of any boy who does not like such a rule is perfectly entitled to send his son elsewhere, but it is essential that if the rule exists parents as well as boys should loyally uphold it. Most parents are only too pleased to do so, and when they are in close touch with the school they realize the importance of close co-operation between themselves and the school authorities. We can well imagine that the incident would make a good subject for discussion at meetings of parents' associations.

Neglected Children.

ATTENTION has once again been directed to the unsatisfactory position from an educational point of view of canal boat and caravan children. The problem is a very difficult one, and the position appears to be that if these children are to be properly educated their family life must be interfered with. Canal workers are always on the move, both winter and summer, but the caravan dweller does not move much during the winter months. In both cases, however, movements are irregular and consequently the children can, as things are at present, only attend school for short periods together. This naturally disorganizes the work of the school, and the other children do not always look favourably on these little strangers. Hence the latter, who often have to work very hard when not at school, do not receive very much benefit from their irregular attendance. The Conference of School Attendance Officers recommended the passing of legislation making it an offence for children between the ages of 5 and 14 to travel on canal boats or migratory caravans. This drastic step would not in itself solve the problem. The children would have to

(*Continued on page* 432)

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be boarded out with kindly people on reasonable terms, and the consent of their parents would scarcely be obtained if the cost were higher than is entailed at present. Here, then, is clearly a case for financial aid from the State. Not much money would be required to remove the reproach that it is almost impossible for these children under present conditions to become good citizens.

PROF. JESPERSEN continues his researches into the history of modern developments of the English language with a thoroughness that puts most Englishmen to shame. His latest investigation* has been into the alleged tendency in modern English to monosyllabism —a tendency obtrusively manifest in newspaper headlines with their preference for "wed" over "marry" and "crash" or "smash" over "accident." For those of us who were reared on the old doctrine of the philologists that Chinese monosyllabism represented the least advanced type of human speech, the prospect was peculiarly unwelcome; we seemed to be hurrying fast in a retrograde direction. Prof. Jespersen is reassuring. It appears that Chinese monosyllabism is not so primitive as we were told. Further, English is at the opposite pole from Chinese in respect of the variety of sounds which it admits: Dr. Jespersen calculates that English actually uses some 8,000 monosyllables and that 150,000 are theoretically possible, whilst the Chinese figures are merely 1,680 actual and 4,764 potential sounds. Strong as is the tendency to monosyllabism in modern English, Dr. Jespersen does not consider it overpowering: it is counteracted by a great influx of foreign elements and by the intrinsic structure of the language itself, whilst the rich variety of monosyllabic sounds possible should save us from the fear that ambiguous homophones will ever be as prevalent in English as in Chinese.

Monosyllabism.

THE decadent literature of the "nineties" moved Canon Ainger to the prayer, "O give me more of the godly heart, And less of the Bodley Head!" If he were living now, he might perhaps address the editor of "Life and Letters" in a similar strain, and deprecate the attention given to Joyce and Proust. But at all events his fine literary taste would have been gratified by the two articles which open the April number.† The first, by Mr. Pearsall Smith, is devoted to Jeremy Taylor, who, admired in his own day, fell into neglect in the eighteenth century, was restored to favour by Coleridge and Lamb, but has fallen out of favour again since. In the second article Miss Edith Wharton discusses the quality of visibility in fiction. Balzac, Jane Austen, Thackeray, Tolstoy, are, in her opinion, supreme in the art of endowing their characters with life. She does not pretend to have fathomed their secret, but she thinks that much of it lies in "the patient intensity of attention" which these novelists concentrated upon each of their characters.

"Life and Letters."

THE proposal to omit from the Board's Regulations for Secondary Schools that part of Article 8(*b*) which requires that "except with the concurrence of the Board a pupil may only be entered for a First Examination as one of a form so entered" has, we notice, been warmly welcomed by the N.U.T. on behalf of its secondary members. Indeed, they go so far as to claim sole credit for this change. The Assistant Mistresses' Association, on the other hand, thinks that the change will be regarded with very mixed feelings, inasmuch as pupils in the forms of secondary schools are used to being examined as forms throughout their school life, and with proper correlation between the requirements of the first examination and the work of the schools there seems to be no good reason why a form where the average age is 16 should not take an examination supposed to be appropriate to children of that age. The Board states that it relies on school authorities to take steps to ensure that attention is not concentrated unduly on pupils to be entered for the examination to the neglect of those who are thought likely to fail if presented, but we do not feel certain that the Board has fully justified its position. We shall watch with interest the effect of the change on the schools. Backward pupils must have their chance, and if this alteration is going to prejudice their position the matter should be reconsidered.

Secondary School Regulations.

SIR ALFRED HOPKINSON, the distinguished ex-Vice-Chancellor of Manchester University, and one of the representatives of the English Universities in Parliament, made his last speech to the House of Commons on May 9. His subject was "educational heresies," a provocative subject, but one which teachers would do well to ponder. His first heresy was that the more you spent on education the better, instancing the Boy Scout movement as the very best educational movement within recent memory. By the same token, you did not always get a better man by paying a higher salary. Another heresy was that educational grants should be subject to system and regulation; and another that boys and girls should be kept at school till the age of 18. Finally he attacked as educational heresy the principle of "do exactly what you like." Primary education might be defined as doing what you don't like and secondary education as "learning as though you liked it." A breezy speech! Coming at the end of an exhausted Parliament, it provoked no reply in that place but a Parliament of Teachers might be able to distil a few bright drops of truth.

Educational Heresies.

INCREMENTS OF SALARY.—In some respects the Northern Ireland scheme of salary increments for recognized secondary school teachers is very good. The school pays a basal salary which must not fall below a stated minimum, and increments are paid by the State. The result is that free movement of teachers from school to school is possible, for the question whether they have earned one or ten or twenty years increment need not be taken into consideration by the appointing school. But an undoubted defect in the scheme is that only a definite proportion of teachers is recognized for increment in each school; so that some teachers employed in excess of the recognized number for their school, though in every way qualified, may yet be without a grant. And should the numbers in a school decrease, some may actually be deprived of it, if retained on the staff. The department's scale is rigid—allowing four teachers for a school of sixty pupils, and one for each additional twenty pupils. But, considering that a larger school may be more economically staffed, the A.S.T.I. is advocating a more elastic scale, which would allow the smaller schools to provide more adequately for their variety of small classes by a slightly larger allowance, compensated by a small decrease in the allowance for the larger schools.

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* Monosyllabism in English: Biennial Lecture on English Philology, British Academy, 1928. 2s. net. Oxford University Press.

† 'LIFE AND LETTERS,' monthly 1s. net. Edited by Desmond MacCarthy, 10 Great Queen Street, Kingsway, W.C.2.

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Foreign and Dominion Notes

UNITED STATES

A Little Leaven.

A recent number of *The Historical Outlook* (Philadephia), a "Journal for Teachers of History," contains the following significant articles: Educational Policies of Prominent Peace and Religious Organizations, Teaching for Peace in College, International Attitudes in the Secondary School, World Relations as a Subject in the Curriculum, and Relations with Our World Neighbours. Whatever may lie behind America's hesitation to join the League of Nations, these articles make it quite clear that, on the one hand, there is a strong and growing public opinion in favour of joining, and, on the other, that the common bond between the numerous American Peace Organizations (already more than a hundred) is the conviction that the foundations of international peace can best be laid in the schools. "Each Society has its own panacea, but all look to history-teaching in the schools as the chief line of attack." Six of the most typical of these Societies are the following: American School Citizenship League, Association for Peace Education, Carnegie Endowment for International Peace, National Council for Prevention of War, The World Peace Foundation, and The League of Nations Non-Partisan Association. The last-named was founded in 1923 "with the specific purpose of developing a public opinion so favourable to the League of Nations and the World Court as to lead to membership." That it is succeeding in its purpose may be gathered from a reference in the Year Book for 1927 of the Carnegie Endowment to the "many signs that public opinion is becoming ready to support policies of international co-operation, international association, and international peace."

The Association (in common with other societies) supplies literature (free, or at nominal cost, to schools), lectures, films, and schemes of study, and publishes two monthly magazines: *The League of Nations News*, and *Round the World with the League of Nations* (with a circulation in 1926 of 8,000). It has also issued a manual for teachers: "Essential Facts in Regard to the League." Additional means employed by one or other of the organizations are conferences, posters ("Children from many Lands"), essay contests, the systematic observance of Goodwill Day (May 18), organized international visits of teachers and students, and international gifts (in 1927, 100,000 dolls to Japan, and in 1928, 1,000,000 "school bags" to Mexico.) Books and pamphlets already published include: "International Civics" (with three chapters on the League), "Community Civics" (with a section on World Friendship), "Literature and Living" (with a section on World Fellowship), "World Friendship among Children," "Books of Goodwill" (a series), and several analytical studies of history text-books (American and European.) In one of these studies "the investigators concluded that American children are taught an amazing collection of vicious and unashamed propaganda" (glorifying war, that is, and fostering national animosities.) That is a sorry revelation, but against it may be put all this peace emphasis, which, on however small a comparative scale, is precious educational leaven.

SOUTH AMERICA

Olla Podrida.

Though published by Stanford University, California, *Hispania*, the official journal of the American Association of Teachers of Spanish, has naturally many contacts with South American education. We learn from a recent number, for instance, that with a view to promoting closer cultural relations with the United States, Chile has lately made English a compulsory subject in her secondary schools. Hitherto there has been freedom of choice between English, French, and German. The change is regarded as very significant. We also learn that "in the interest of understanding between the two Americas" twenty Argentine educators are now in the United States studying school systems and visiting universities. An exchange of professors and students is also contemplated. It is good to know that, although Buenos Aires has a population of over 2,250,000, "no Argentine school accommodates more than 2,000 pupils"; also that teachers (85 per cent women) are responsible only to the government, command good salaries and, after twenty-five years of active teaching, retire on full pay.

From another source (an eye-witness) we learn that both Argentine and Chile were represented at the International Montessori Training Course recently held in London. And we have yet other evidence (educational periodicals) of how educationally alive many of the republics are. From the Argentine, for instance, we are in regular receipt (and here express our thanks) of two notable publications: (1) *Humanidades*, published by the University of La Plata—imposing octavo volumes of some 400 pages, surveying the world-field of the philosophy and science of education, history, and literature; and (2) the fortnightly *La Obra* (fifty pages), the organ of the New Era (the Argentine section of the International New Education League)—which already has its counterpart in thirteen other countries, including Chile and ourselves. Chile itself has its fortnightly *Boletin Educacional*, the organ of a Teachers' Association and, as its sub-title "New Ways" suggests, quite abreast of the times. Uruguay has three periodicals devoted to the new ways: (1) *Anales de Instruccion Primaria*, an official bi-monthly dealing with national education (free to all school libraries); (2) *Enciclopedia de Educacion*, an official quarterly (also free to schools) dealing with education in other countries; and (3) most "new" of all, the quarterly *Boletin* of the Pan-American Institute for Child Protection, a society devoted to the scientific treatment of the child problem in all its various aspects. Juvenile Courts are girdling the world nowadays.

It is none the less significant to find in this Uruguayan publication an appreciative first-hand account (in Spanish, French, and English) of the Children's Court in Shoreditch. Peru has occasionally sent us the bi-monthly *Cultura*, concerned with contemporary philosophy rather than with education in the narrower sense. But we note that in its pages Pestalozzi once found an honoured place. From another source we learn that co-education in Peru has been "prohibited because of lack of success." *Educacion* (Ecuador) is a seventy page monthly, of progressive outlook and wide range. But in the many numbers before us the only English contribution is a portrait of Herbert Spencer.

Varia

The New South Wales Public School Teachers' Federation has held a ten-day drive to complete funds for the erection of a teachers' club building.

* * *

The newest venture of the Ontario Secondary School Teachers' Federation is a provincial group insurance scheme in which a fourth of the teachers of the province are already protected.

* * *

MESSRS. W. & G. FOYLE, LTD., are issuing a very useful series of Guides to Literature. We have received No. 3a, which deals with nature study; it does not profess to be exhaustive, but includes books suitable for the teacher and the amateur. Each title is given a few lines of comment indicating the scope of the work.

* * *

The fifty-fifth annual conference of the ASSOCIATION OF HEAD MISTRESSES will be held at Leeds Girls' High School on Friday and Saturday, June 14 and 15, 1929, by the kind invitation of the Head Mistress, Miss L. A. Lowe, M.A., and the governors of the school. The Lord Mayor of Leeds will hold a reception for members of the conference in the City Art Gallery on the evening of Friday, June 14.

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* * *

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* * *

Speaking at a recent demonstration the Archbishop of Cardiff said that he proposed to submit a question to candidates at the Election asking whether they would agree that the same amount of public money should be expended upon schools in which there was given a definite religious teaching as upon schools in which there was no such teaching. At present it cost the ratepayers of Cardiff 30s. per head less to educate Catholic children at the Catholic primary schools than at other schools; his suggestion was that the Catholics should be paid a fair rent for the use of their schools for secular education.

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* * *

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* * *

PHYSICAL TRAINING AT ILKLEY.—A summer course arranged by the County Council of the West Riding of Yorkshire will be held at the Grammar School, Ilkley, from July 29 to August 10. A pamphlet descriptive of the course may be obtained from the Education Officer, County Hall, Wakefield.

* * *

COURSES FOR TEACHERS AT BINGLEY.—Eleven courses will be held for teachers at Bingley during the period July 31 to August 14. Seven of the courses will deal specially with teaching method in art, biology, music, religion, games, English, and history. Further details may be obtained from the Education Officer, County Hall, Wakefield.

* * *

MODERN LANGUAGE LEARNING.—The Extra-Mural Department of the University of Manchester has announced the arrangements made for a course for teachers on "The pedagogy and psychology of modern language learning." The course will be held at Abbotsholme, Rocester, Staffordshire, from August 5 to 17. Application should be made to the Director of Extra-Mural Studies, The University, Manchester.

* * *

DANISH HOLIDAY COURSE.—The usual course for foreign students is announced to be held in Copenhagen from August 1 to 31. Danish language, life, literature and thought is to be the subject of the course, which will be conducted in the buildings of the Copenhagen Commercial College. It is understood that the inclusive cost of the trip for the whole month may be estimated at £20, or even less. Particulars may be obtained from the Anglo-Danish Students' Bureau, 50 Russell Square, London, W.C. 1.

SCHOOLS FOR EDUCATIONAL HANDWORK.—The Educational Handwork Association has published a pamphlet detailing the arrangements for holding summer schools in educational handwork, physical training, games, athletics, swimming and modern educational development. There are to be schools at Scarborough, Bournemouth and Aberystwyth, and the courses will extend from July 29 to August 24. Copies of the pamphlet may be obtained from the Director of the Summer Schools, Rockcliffe House, Lower Rushton Road, Bradford.

* * *

ANGLO-AMERICAN MUSIC CONFERENCE.—The first Anglo-American Music Conference, originating from the Conference of British and American music teachers held in London last year, will take place at Lausanne from August 2 to 9. Lectures and discussions will bear upon the following angles of musical education: school music, church music, vocal and choral training, pianoforte, and orchestral work in schools. In connexion with the church music, recitals will be given in the Cathedral, which is famous for its fine organ. An exhibition of music and musical instruments will also be staged, together with a series of concerts.

* * *

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(*Continued on page 438*)

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present-day French civilization, is announced for July 1 to August 21. A second session with an abridged programme will be held from July 28 to August 25. In addition, there will be visits to Paris and the neighbourhood and a journey to some of the beauty spots of France. All organization is under the direction of Monsieur Henri Goy, Directeur du Bureau des Renseignements Scientifiques, Sorbonne, Paris, to whom application should be made.

* * *

GLAMORGAN SUMMER SCHOOL.—The Glamorgan County Council has issued a pamphlet descriptive of the twenty-fourth annual holiday course, to be held at the County School and Training College, Barry, from August 5 to 31, inclusive. Particular attention is directed to the fact that, in addition to the usual courses in handicrafts, needlecrafts, physical training and special lectures in general rural science, special short courses have been arranged in methods of instruction in international relations, the teaching of Welsh, and speech training and poetry speaking. Application forms are obtainable from the Director of Education. County Hall, Cathay's Park, Cardiff.

* * *

HOLIDAY COURSES ON THE CONTINENT FOR INSTRUCTION IN MODERN LANGUAGES, &C., 1929.—The Board of Education has just published a list of seventy-two holiday courses on the Continent for instruction in modern languages and other subjects which will be held at different times during the present year, but mostly in the summer months. The list gives the dates of each course, the fees, lowest cost of boarding, principal subjects of instruction, address of Local Secretary, and other details of importance to intending students. Copies (price 6d., by post 6½d.) can be obtained through any bookseller or direct from H.M. Stationery Office at the following addresses: Adastral House, Kingsway, London, W.C. 2; York Street, Manchester; 1 St. Andrew's Crescent, Cardiff; 120 George Street, Edinburgh, or 5 Donegall Square West, Belfast.

* * *

VACATION COURSES AT JENA.—The holiday courses founded by the late William Rein, and now named after him, will hold their thirty-fifth session from August 2 to 15, at the University of Jena. The programme is extensive and varied, including among the subjects for study philosophy and psychology, education, science, domestic science, literature, art, physical culture, music, conversation and German for foreign students. For a detailed syllabus of the courses, and information respecting fees, accommodation, &c., application should be made before August 1 to Fräulein Clara Blomeyer, Carl Zeissplatz 3 Jena, and after that date to the University.

* * *

PORTUGUESE HOLIDAY COURSES.—The University of Coimbra announces holiday courses for foreign students from July 20 to August 30. The subjects for study include Portuguese language and literature, Spanish, French, Italian, English, and German language and literature (taken by distinguished educationists of the respective countries), history, geography, art, &c., of Portugal and Brazil. In addition to lessons and practical work there will be lectures by professors of the university, and by writers, statesmen, and other public men. Examinations will be held at the end of the courses for the purpose of obtaining an Elementary or Advanced Diploma. For an illustrated brochure of the courses, and full information respecting fees, accommodation, and fares from various centres application should be made to the Faculdade de Letras, Cursos de Férias, Coimbra, Portugal.

Topics and Events

EXHIBITIONS FOR BOYS AND GIRLS OF HUGUENOT DESCENT.—The Governors of the Westminster French Protestant School Foundation announce that, under the scheme which has the approval of the Board of Education, they are prepared to consider applications, with suitable recommendations, for exhibitions for purposes of education other than elementary. Applicants must be in need of financial assistance. Further particulars may be obtained from the Secretary at 2 The Sanctuary, Westminster, London, S.W. 1.

* * *

TRAINING WIRELESS GROUP LEADERS AT HULL.—Enterprise is the keynote of the Extra-Mural Department of the new University College at Hull, which has lost no time in exploring the possibilities of broadcasting in developing the pioneer side of adult education. The idea of a week-end school to experiment with the training of leaders for wireless discussion groups originated with the head of this department, Prof. T. H. Searls. Under the arrangements made, forty men and women met together at Thwaite Hall, Cottingham, for the week-end April 19 to 21 to gain first-hand experience of wireless discussion group leadership. The enthusiasm shown and the satisfaction experienced by the members of the school indicate that schools of this description will be most helpful.

* * *

PICTURE POST CARD COMPETITION FOR GIRLS AND BOYS.—For designs for a baby week picture post card, money prizes and consolation prizes are offered by the National Baby Week Council to boys and girls in the following age groups: (1) Up to 14 years of age; (2) From 14-18 years of age. Competitors are allowed a certain latitude in planning their design. They are asked to embody in it a good baby week idea. The motto of baby week is "Safety First for Babies." The designs may be in black and white, or in colour. Entries, which must be sent in under cover of a *nom-de-plume*, must reach the office of the National Baby Week Council, 117 Piccadilly, London, W. 1, not later than June 12, 1929, see regulations attached.

* * *

THE BRITISH INSTITUTE IN PARIS.—A number of nominations have already been received for the Esmond Scholarship, which is of the value of £100 a year, and will be given to a graduate (man or woman) of a British university who is prepared to attend courses in Paris for a given period. The vice-chancellors of all British universities and the principals of all university colleges, have been asked to send in names of suitable candidates for this scholarship to Mr. B. S. Townroe, 16 Hanover Square, London, W. 1, before the end of May. It should be noted that the scholarship will be normally tenable for one year. The Educational Committee has, however, the power to extend the scholarship for longer in the case of a person of exceptional ability who would benefit by a longer stay in Paris, or to divide the scholarship over shorter periods than a year, if thought advisable.

* * *

LOCAL EXAMINATIONS IN MUSIC.—The following candidates gained the Gold and Silver Medals offered by the Associated Board of the Royal Academy of Music, and the Royal College of Music, for the highest and second highest honours marks, respectively, in the Final, Advanced, and Intermediate Grades of the Local Centre Examinations in March-April last, the competition being open to all candidates in the British Isles. Final Grade Gold Medal, Gilbert Smith, Leicester Centre, violin. Final Grade Silver Medal, Phyllis Lavers, London Centre, pianoforte. Advanced Grade Gold Medal, Percy E. Cliffe, Nottingham Centre, pianoforte. Advanced Grade Silver Medal, William A. Miller, Aberdeen Centre, violin. Intermediate Grade Gold Medal, Rosemary P. Ferrand, Reading Centre, violin. Intermediate Grade Silver Medal, Donald E. Bridger, King's Lynn Centre, pianoforte.

* * *

EDUCATION IN THE NORTHERN IRELAND ELECTION.—The Prime Minister of Northern Ireland, on the eve of the General Election, has felt bound to placate the Clerical and Orange opposition to the "Londonderry Act" by assuring the Ulster Reform Club that every Protestant school, transferred to the management of the regional committees, "will be guaranteed in every possible way as to its management and control." This probably means provisions for the safeguarding of religious instruction in primary schools, which has never been in real danger, and representation of the churches on the governing bodies, which is provided for, if the report of the Northern Ministry is correct in stating "In nearly every case the transferred schools are placed under school management committees, on which the former managers and other local interests preponderate." In any case the teachers have no wish to return to anything like the old system of management, and, while Lord Craigavon may have appeased the churches, he is in danger of antagonizing the profession.

* * *

CURRICULUM RECONSTRUCTION IN THE UNITED STATES.—Practically the whole of the April issue of the *New Era*, the English organ of the New Education Fellowship, is given over to a survey by Prof. Harold Rugg and his colleagues of Teachers College, Columbia University of their views on the reconstruction of the American school curriculum. Prof. Rugg himself contri-

(*Continued on page 440*)

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EDUCATIONAL BROADCASTING. See the August, 1928, issue of *The Journal of Education and School World.*

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butes an article showing the origins of the present curriculum, and indicating present-day tendencies. Prof. William H. Kilpatrick, an exponent of the freer type of education, has an article on the philosophy of the curriculum. Miss Ann Shumaker summarizes the characteristics of the child-centred school, and Prof. Hughes Mearns deals with the creative method. Profs. Ernest Horn and Earle U. Rugg illustrate the views of those who are approaching the problem as a scientific study of education, while Prof. Philip W. L. Cox describes the problems and methods of American secondary schools. Prof. Harold Rugg will conduct the course on curriculum research at the World Conference on "New Education," to be held under the auspices of the New Education Fellowship at Elsinore, Denmark, on August 8–21 next.

* * *

POST-GRADUATE ONE-YEAR COURSE FOR THE TRAINING OF TEACHERS.—The Board of Education has given its approval to the inauguration next autumn of a post-graduate teacher training course at University College, Leicester, which constitutes a departure in the training of teachers of much significance. In coming to this decision the Board has been influenced by the desirability of providing a course that would include training specially suitable for teachers in the new type of "modern" or central schools. In Leicester, Leicestershire and Rutland the organization of schools on the new lines has developed considerably, and there is a large supply of schools which would afford opportunities of observation and practice to the students. A one-year course open to men and women who have obtained university degrees is to be arranged with the primary aim of training teachers for children over the age of 11. Each student will concentrate mainly on the teaching of one particular subject or group of allied subjects in which he is especially interested and well qualified. He will be trained not only in actual teaching but in all the other duties of a schoolmaster, being made familiar with all aspects of the work, organization, and activities of the school. The University College, through both its academic and education department staff, and the school staff will co-operate in the student's training in the schools. This will be supplemented by organized instruction in the principles of teaching, &c., by the University College, which will be so arranged that the participation of the student in the work and other activities of the school which he is attending will not be restricted. Provision will be made for students to be trained both in secondary and in elementary school work, and to be made acquainted with as wide a variety of schools as possible. Thus a student taking this course will be qualified, so far as training is concerned, to be a teacher in either a secondary or an elementary school.

* * *

THE UNIVERSITIES AND RELIGIOUS EDUCATION.—On Easter Sunday evening, in the English Wesleyan Church, Llandudno, over a thousand persons gathered to hear Dr. Selbie and Canon Raven speak on "The Universities and Adult Religious Education." The majority of the audience were teachers, and so great was the interest shown that the church was filled to overflowing and late-comers had to be turned away from the doors. This is an indication of the need that is being felt for a more advanced type of adult religious education than is so far being provided. The meeting was organized by the Divinity Lectures Committee, which exists to promote adult religious education of a university type and standing in co-operation with the extra-mural work of the universities throughout the country. Miss M. S. West, the hon. organizing secretary of the Divinity Lectures Committee, gave an account of the means of obtaining a sound training in this subject on university lines. There were seventeen universities in England and Wales, with extra-mural departments. These would send a qualified teacher to any village or town where a sufficiently large group of students desired such a teacher. This now applied to the Bible as to all other subjects. In London a university evening school of Bible study existed at University College, Gower Street, and the University of London had recently instituted a diploma in the literary, historical, and comparative study of the Bible, designed for the help of teachers and other evening class students. Information about the extra-mural work in Bible study of all the universities could be obtained from the hon. sec., Divinity Lectures Committee, 6 Albert Place, London, W. 8. The magazine, "The Bible and Modern Religious Thought," published by G. Neal, 12 Patten Road, London, S.W. 18, price 2s. 2d. a year, post free, also supplied detailed information about the work of the universities all over England in promoting the modern study of the Bible and kindred subjects.

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Reviews

GENERAL SCIENCE

Everyday Science : a Course of General Science Related to Human Activities. By Dr. L. M. PARSONS. (8s. 6d. Macmillan.)

To the outside observer, the reluctance of science teachers to adopt the teaching of " general science " in secondary schools appears to be a remarkable phenomenon. Various authorities have long pressed for the introduction of this everyday science, yet only about one in forty school certificate candidates takes it in the examination. What is the reason for this attitude, which an onlooker might mistake for hidebound conservatism ?

In the first place, science teachers have watched with grave misgiving the kaleidoscopic succession of educational " fads " foisted upon the profession by amateurs and by those whose knowledge of teaching is, at best, secondhand. Such fads create a *furore* for the moment, but soon pass into the limbo which is their proper home ; their net result is to raise disturbances which interfere with solid work. Science has suffered less than most other subjects of the curriculum, since the authors of these new and ephemeral fashions have seldom been scientists and have thus been unable to cross the frontier ; but the painful experience of their colleagues has inevitably made science teachers cautious.

Secondly, science masters and mistresses are almost unanimous in emphasizing the fact that science is essentially a formal subject, and that any method of presenting it which obscures this formal aspect is to be strongly deprecated. They have felt that the plea for " general science " was too often, at bottom, a demand that science should be " made easy : " a demand which they well know to be not only unreasonable but impossible of fulfilment.

Thirdly, it is unfortunately true that those natural phenomena most likely to attract the notice and interest of the child are almost invariably difficult to explain from the scientific point of view. The rainbow, fermentation, the action of soap, the flight of birds : how many science teachers themselves could satisfy examiners on these phenomena ? The history of science shows us quite unmistakably that insight into natural phenomena was generally gained by a previous study of artificially produced phenomena ; nature is too complex to be revealed *en masse*, and it is only by arbitrary selection of some facts and exclusion of others that progress is possible.

Lastly, on account of university practice, too many science teachers are narrow specialists, knowing little of, and perhaps caring less for, the branches of science other than their own. They would thus very much rather teach elementary chemistry, physics or botany than a scheme of general science which includes all these and perhaps geology, zoology, physiology, and astronomy in addition. While this attitude is comprehensible, it is nevertheless very regrettable ; every teacher of science should have a knowledge of at least the main principles of all the sciences, as well as a detailed knowledge of one or two.

While these facts explain the slow progress which general science has made, they also assist us in deciding its future possibilities. It is clear, for instance, that general science is not to be classed as the latest whim and consequently ignored ; it is, on the contrary, a definite and serious attempt to get better and more cultural results from school science teaching. Moreover, though general science is by its very nature a much more exacting subject to teach, and to learn, than formal chemistry or physics, its ultimate educational value may well prove to be immeasurably greater. We should completely reject the idea that general science is an easy alternative ; it makes far more searching demands on both teacher and pupil than the diluted formal science at present taught, and would probably require appreciably more time.

Dr. Parsons has carefully considered the problem, and his book is an extremely meritorious piece of work. Like all science teachers worthy of the name, he steadfastly declines the temptation to " make science easy," and his treatment of his theme is not open to cavil. He has, however, skilfully interwoven everyday facts and phenomena with more formal science, in such a way that contact is established throughout. We feel that he has made a valuable contribution to elementary science teaching, and those teachers who are considering the introduction of general science will do well to let him act as their guide through this difficult territory.

PHILOSOPHY

Greek Thought and the Origins of the Scientific Spirit. By Prof. L. ROBIN. (21s. net. Kegan Paul.)

Although this book bears the title of " Greek Thought " it confines itself to the history of Greek Philosophy in the strict sense of the term, with the customary chapter on the Sophists. We had hoped to find in it more consideration of the general thought of the Greeks, of the Weltanschauung, to use a convenient term, of the *Periclean* Age, reflected in the works of Herodotus, Thucydides and others. And again a volume on Greek Thought might have allowed itself to break away from the accepted division by names and have traced, so far as is possible, the development in continuous fashion of the various activities of the Greek mind in mathematics, and science, at least for the period before Aristotle—in that way it would be possible for the average student to get a better idea of the achievement of the Greeks.

The book is divided into four parts, of which the first three are occupied with Greek philosophy down to the immediate disciples of Aristotle. Post-Aristotelian philosophy is, we think, rather scantily treated, obtaining only 70 pages out of 380. It is undoubtedly a most important period not only for the understanding of the Greco-Roman world, but for its influence on Christian developments, and though this section bears the title of the ideal of the wise man, more space is given to physical and logical theory than to ethical. From the strictly philosophic point of view such treatment is no doubt justified. There is a good bibliography and a map, a necessity too often omitted in histories of Greek philosophy. It is curious to find the French form of Tarentum kept in a translation.

ARCHITECTURE OF GREECE AND ROME

A Handbook of Greek and Roman Architecture. By Prof. D. S. ROBERTSON. (25s. net. Cambridge University Press.)

It is a pleasure to welcome this book by the Regius Professor of Greek in Cambridge University, which at last gives English students a scholarly and comprehensive account of the architecture of Greece and Rome. The author's preface warns us that we must not expect minute descriptions or detailed discussions of disputed points ; his purpose is " to state briefly and clearly the main facts in the history of Greek, Etruscan, and Roman architecture from the earliest times to the foundation of Constantinople." This purpose he seems to have fulfilled admirably and his book will at once take its place as the standard text-book on the subject. But it is much more than an outline or judicious selection of ancient buildings. The purposes, materials, and requirements of ancient architecture, the details of the three great orders are clearly and carefully set forth ; the difficulties and inherent weaknesses, *e.g.* in Doric the problem of the corner triglyph and the question of " refinements " are handled with a clearness and thoroughness to be found in no other English history of ancient architecture. We only regret that too often con-

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siderations of space prevent Prof. Robertson from dwelling at greater length on many interesting buildings, and we could wish that he had illustrated and discussed in more detail the question of "mouldings" in Greek temples, a subject which he himself says is "vitally important." And again we think that the chapter on Fifth Century Doric might have been improved by some "close up" photographs of details from the Parthenon and Propylaea. On the other hand it is a boon to find that civil buildings, theatres, council chambers, palaces, and private houses, receive proper treatment and make us realize that ancient architecture is much more than the history of temple buildings.

There are three excellent appendices: one giving a select chronological table of ancient buildings from 1000 B.C. to A.D. 330, with dimensions, remarks, and references to the text; the second is a select bibliography of works, general and particular, by modern scholars on buildings or problems of ancient architecture; specialists will find this appendix invaluable. Finally there is a select glossary of architectural terms with their Greek and Latin equivalents.

In his inaugural lecture at Cambridge, Prof. Robertson suggested that the study of Greek art could do much to make clear the nature of Greek life and thought, and he has provided in this book a very material help to the comprehension of the Greek mind from the point of view of architecture. The book should find a place in all school libraries.

FIRST FOLIO FACSIMILES

The Winter's Tale. As You Like It. Antony and Cleopatra. Julius Caesar. By WILLIAM SHAKESPEARE. Facsimiles of the First Folio Text. With Introductions by Dr. J. DOVER WILSON and Lists of Modern Readings. (6s. net each. Faber & Gwyer.)

It is matter for congratulation that the reception accorded the four facsimiles of First Folio plays published a year ago should have justified the publishers in proceeding further with their bold experiment. It is true that facsimiles of separate plays cannot give a reader the same authentic thrill which is to be got from handling the complete Clarendon Press reproduction of the folio in one volume. From nothing less than a heavy folio can we recapture the excitement of the first readers of the 1623 Heminge and Condell. But when so much is admitted, we have still to confess that nobody would read a play in a ponderous folio for choice. These slim transcripts of the separate plays are delightful to handle, and bound strongly and yet lightly, so that they can easily be passed from desk to desk in the classroom. Teachers of English literature cannot be urged too strongly to realize the enhanced interest which these volumes give to the study of textual problems. No problems are more of a weariness to youth, because the reader of a modern edition does not readily visualise them: getting them up is a tax on the attention and memory, and usually a perfunctory and futile one. But nobody can read one of Prof. Dover Wilson's lively prefaces without catching some of his enthusiasm.

The folio texts differ enormously in the proportion of obvious errors. Does "a clean text"—*i.e.* a text which apparently needs few emendations—mean that the printers were working from an authentic Shakespeare manuscript? Not necessarily. If, as we have reason to believe, Shakespeare wrote a difficult hand and was guilty of strange spellings, a first-hand Shakespeare manuscript might be baffling to the compositor and result in an obviously faulty text. On the other hand, a prompter's copy might present an easily intelligible version used in the theatre and yet contain lines that Shakespeare would be very unwilling to own. This is how Prof. Wilson puts the case, and he makes the problem of guessing what Shakespeare really wrote a different one for different plays, but always exciting; though it is obvious that the prospect of a final solution becomes steadily more remote for students who grasp the complexity of the considerations involved.

Minor Notices and Books of the Month

ART

Applied Design in the Precious Metals: an Education Work in which Tool-Form and Material are Utilised in the Development of Design. By P. W. DAVIDSON. (7s. 6d. Longmans.)

Mr. Wylie Davidson's style of writing is as well-proportioned and as expressive as are his works in the precious metals. We have as a result a book which combines the ripe experience of the craftsman and teacher with lucidity of exposition, and copious illustration by means of 500 photographs and diagrams. The book is written primarily for the craftsman, but a treatise whose text is "the language of the tool" makes instructive and fascinating reading for all art lovers. We have nothing but praise for this excellent book, which we hope will reach a far wider public than the actual practitioners of the art, and so help in that renascence of beauty in our surroundings which, perhaps, it is not too optimistic to believe, is already taking place.

Animals in Black and White. By E. F. DAGLISH. Vol. V. Reptiles. Vol. VI. Fishes and Sea Animals. (2s. 6d. net each. Dent.)

These are beautiful books. The wood-cuts of Mr. Eric Fitch Daglish are masterpieces of characterization, as they are also delightful page decorations. Each illustration is a model of economy of means, and the sensitive white line made by the graver in the black silhouette is a joy to the lover of craftsmanship. The name of J. M. Dent & Sons has long been associated with beauty in book production, and we congratulate them, as well as the artist-author, on their respective shares in the arrangement of type, margins, and cover. The book appeals to the adult and the connoisseur as much as to the presumably youthful Joan and Penelope Ann, to whom they are dedicated.

Samplers and Stitches; a Handbook of the Embroiderer's Art. By Mrs. A. CHRISTIE. Second Edition. Revised and Enlarged. (25s. net. Batsford.)

A very attractive book on the subject. It is beautifully produced and copiously illustrated by clear line drawings of the stitches and photographs of samplers on which they have been used. The writer maintains that embroidery design can often be effectively built up by selecting characteristic stitches and testing their possibilities. The introductory chapter has some interesting notes on design, and the purpose and development of a stitchery sampler, and an embroidery notebook. Useful information is given on the type of thread advisable for certain stitches, and the purpose or effectiveness of others. But a definite section, by such an authority, on the various threads suitable for embroidery would have been very much appreciated. Though the historical and geographical origins of stitches and styles are noted, the work deals essentially with modern embroidery. Suggestions are given in chapter I on the suitability of decoration to the article or garment, *e.g.* constructional lines for simple dress decoration, and formal conventional ornament on household linen, while church embroidery demands the richest materials and the most skilful craftsmanship. The book is an encyclopaedia of stitches in cut and drawn work, lace and other fillings, &c., as well as those on solid material; while illustrations of samplers help the worker to see how they may be applied and to judge the effect.

Classical Sculpture. By A. W. LAWRENCE. (15s. net. Cape.)

MUSIC AND HEALTH.—For some time past at the Middlesex Hospital professors of physiology have been conducting experiments to judge the effects of music upon human blood pressure. For this purpose a "His Master's Voice" gramophone and a wide variety of records were used. Up to now tests have been made upon some eighty people in good health, many of them being students and others associated with the hospital. In no case, however emotional or powerful the music, was any detrimental effect recorded and in practically every trial the results were beneficial, especially with vocal and light orchestral works.

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EDUCATION

The Royal Grammar School of Guildford, 1509: a Record and Review. By Dr. G. C. WILLIAMSON. (12s. 6d. net. London: Bell. Guildford: Billing & Sons.)

History of the Roan School (The Greycoat School) and its Founder. By J. W. KIRBY. (7s. 6d. The Blackheath Press.)

These are the two latest additions to the lengthening list of histories of old English schools. Such histories have a double appeal; on the one hand to the *alumni* and friends of the school, and on the other hand to the student or general reader of our educational history. The school at Guildford takes us back over a period of 420 years. Its tradition was severely classical, and it was so described by the Taunton Commission of 1868, which, by the way, the author does not seem to mention. Two points of general interest are that the school is unique among grammar schools in possessing a chained library, and that the school documents contain the first known mention of the word "cricket."

Mr. Kirby's history of the Roan schools is planned on chronological lines, whereas Dr. Williamson's treatment is topical. We prefer Mr. Kirby's method. But his task was very different. The Roan school began 250 years ago as a strictly elementary school for a few Greenwich boys taught by one master. It now gives a secondary education to nearly a thousand pupils of both sexes, and has more than fifty teachers. Mr. Kirby's narrative shows how the school illustrates the important changes in English education during the period covered.

The Commonwealth Teacher-Training Study. Directed by Prof. W. W. CHARTERS and Prof. D. WAPLES. (20s. net. University of Chicago Press. London: Cambridge University Press.) F

English teachers can only gaze with astonishment at the expenditure of industry and money displayed by volumes such as this. A large part of the book is occupied by data collected for the purposes of the investigation, including a list of some 700 "traits of teachers," and 1,001 "teachers' activities." On the basis of these lists the existing curricula of training colleges are criticized and improvements suggested.

The Matter and Method of Modern Teaching. By V. DAVIS. (6s. net. Manchester: Cartwright and Rattray.)

This is a compendium of information on schools, subjects of instruction, teachers and methods of teaching, presented in a lively manner for the benefit of students and teachers. Mr. Davis has something to say about every subject under the sun, and the reader is led rather breathlessly from the vegetables of the ancient Romans to school journeys, and from Jane Austen's curriculum to the project method. It is an astonishing six-shillings worth; the bibliographies alone are almost worth the price.

The Country School: its Practice and Problems. By M. K. ASHBY. (6s. net. Oxford University Press.)

It would be difficult to imagine a book on education more timely than Miss Ashby's. The reorganization of our school system which is part of "the new prospect in education" has brought the rural school, and the training of the country teacher, into unprecedented prominence. Miss Ashby is quite right in saying that though much has been written about rural education, remarkably little of it is by those who have taught in the schools. Miss Ashby has done the job, and she knows exactly what she is writing about. Moreover she writes with vision and breadth of view, and she sees the country school as part of a greater social problem. We strongly commend the book to our readers' attention.

The Danish Folk School: its influence in the Life of Denmark and the North. By OLIVE D. CAMPBELL. (8s. 6d. net. New York: Macmillan.)

The Twenty-Seventh Yearbook of the National Society for the Study of Education. Edited by G. M. WHIPPLE. *Nature and Nurture.* Part I. Their Influence upon Intelligence. Part II. Their Influence upon Achievement. ($1.75 each. Bloomington, Illinois; Public School Publishing Co.)

The Twenty-Eighth Yearbook of the National Society for the Study of Education. Edited by G. M. WHIPPLE. *Pre-school and Parental Education.* Part I. Organization and Development. Part II. Research and Method. (Cloth Edition, $3.60. Paper Edition, $3.00. Bloomington, Illinois: Public School Publishing Co.)

The Rising Tide: an Epic in Education. By J. G. LEGGE. (3s. 6d. net. Blackwell.)

Nursery Children: Their Training, Spiritual and Mental. By LILIAN M. SHROFF. (2s. 6d. net. Religious Tract Society.)

The Nursery Years. By SUSAN ISAACS. (6d. net. Routledge.)

Educational Sociology for Beginners. By Prof. D. SNEDDEN. (15s. net. New York: Macmillan.)

Urban Influences on Higher Education in England and the United States. By Dr. P. R. KOLBE. (8s. 6d. net. New York: Macmillan.)

Life-Long Education: A Sketch of the Range and Significance of the Adult Education Movement. By Dr. B. A. YEAXLEE. (2s. 6d. net. Cassell.)

Schools of To-day: Present Problems in English Education. By B. KING. (3s. 6d. net. Dent.)

Harvard Bulletins in Education. The Location of City School Plants. By Prof. L. L. DUDLEY. (4s. 6d. net. Harvard University Press. Oxford University Press.)

Teaching Health in Fargo. By MAUD A. BROWN. ($1.50. New York: Commonwealth Fund Division of Publications.)

PHILOSOPHY

The Free Waldorf School at Stuttgart. By F. HARTLIEB. (6d. London: Anthroposophical Publishing Co. New York: Anthroposophic Press.)

The New Art of Education: Thirteen Lectures Given at Ilkley (August, 1923), by R. STEINER. Edited by H. COLLISON. (7s. 6d. net. London: Anthroposophical Publishing Co. New York: Anthroposophic Press.)

Philosophy and Anthroposophy. By Dr. R. STEINER. English Translation by G. METAXA. (1s. London: Anthroposophical Publishing Co. New York: Anthroposophic Press.)

Goethe's Conception of the World. By R. STEINER. Edited by H. COLLISON. (7s. 6d. net. London: Anthroposophical Publishing Co. New York: Anthroposophic Press.)

Dr. Rudolph Steiner passed by an easy transition from theosophy to anthroposophy, which he defines as a "scientific investigation of the spiritual world." In 1919 he was asked to direct a school for the children of parents employed in the Waldorf Astoria factory. The school soon became economically independent, and, on a wider basis, educated more than a thousand children drawn from different classes of the community. The principles of education adopted were an expression of the philosophy of its director. The new spirit in education there exemplified, as well as the novelties in organization and method, attracted widespread attention. In "The Free Waldorf School at Stuttgart," Herr Hartlieb, an inspector of schools, records unofficially the impressions made on his mind during an official visit to this "model of a spiritual institution, independent of state and industry." This short, sympathetic, but necessarily incomplete account is supplemented by "The New Art of Education," which contains the lectures delivered by Dr. Steiner at the Ilkley Summer School in 1923, the year before his death. The practice of the Waldorf School cannot be understood without a knowledge of the spirit underlying its teaching. How Dr. Steiner sought to harmonise science, art, religion, and morality in his doctrine of spirit, and to apply his theory to the concrete problems of education may be gathered from these lectures, eloquent with sincerity and conviction. Readers must judge the validity of his views for themselves. In "Philosophy and Anthroposophy," he meets briefly the criticism of philosophers that he has followed an amateurish procedure in the development of his spiritual science. In "Goethe's Conception of the World," first published in 1897, he is concerned with the elements of the poet's personality which led to his insight into the creativity and the work of nature; spiritual science, he suggests, "presupposes a natural science corresponding to that of Goethe."

The Postulates of the Moral Life. By J. STRAIN. (7s. 6d. net. Heffer.)

A very readable essay in the field of ethics. The author explains his aim to be the more precise definition of the relation of man, as a moral agent, to his physical and social environment; this aim gives unity to the work and special interest to the chapters on personality and autonomy. Mr. Strain has read widely and made good use of his authorities; it is a pity that his "bibliography" contains several inaccuracies.

Morality in the Making. By R. E. WHITNEY. (6s. 6d. net. New York: Macmillan.)

The Psychology of Philosophers. By A. HERZBERG. (10s. 6d. net. Kegan Paul.)

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ENGLISH, POETRY AND DRAMA

Ways of Escape. By NOEL FORREST. Popular Edition. (3s. 6d. net. Constable.)

The relationship between parent and child presents perhaps the greatest problem in life and has provided the theme for several of the masterpieces of literature. It is fraught with danger and suffering, and tragedy is only averted when great love, self-sacrifice, and understanding are present. Noel Forrest in "Ways of Escape" reveals the life of a family dominated by the father, a man of iron will and hard, clear intellect, one who has repressed emotion and whose guiding principle in life is the belief that if a man wants something with sufficient intensity he must attain it. Unfortunately, he applied this principle only to himself, and disaster ensued when his wife and children rebelled against his authority. The author has told the story of this conflict with considerable power and insight. The plot is well woven and the characters live. He has shown us the mockery of family life when love is absent, and the disastrous consequences of attempting to mould the lives of others into a pre-conceived form of one's own.

Number 56 and Other Stories. By C. MENDÈS. Translated by PHYLLIS MÉGROZ. (7s. 6d. Werner Laurie.)

This is the first of Catulle Mendès's works to be translated into English, and contains four stories. "Number 56" is an ingenious crime story, obviously influenced by the writings of Edgar Allan Poe, and should appeal to the present popular taste for "thrillers." "A Wayside Village" and "The Cough" relate mysterious happenings for which no explanation is offered. The fourth story, "Luscignole," reveals quite another aspect of the author's art. It is a charming fantasy, in which the poetic conception of a nightingale girl is exquisitely rendered, and the tale is told with a beauty and restraint of language which is rare and appealing.

(1) *Madame Prune (La Troisième Jeunesse de Madame Prune).* By PIERRE LOTI. Translated from the French by S. R. C. PLIMSOLL. Fourth and Popular Edition. (2) *Jerusalem.* By PIERRE LOTI. Translated from the French by W. P. BAINES. Popular Edition. (3) *Morocco (Au Maroc).* By PIERRE LOTI. Translated from the French by W. P. BAINES Third and Popular Edition. (Each 6s. net. Werner Laurie.)

Three more volumes of the remarkably cheap reissue of the library edition of Pierre Loti in English dress. The type is good, the margins are ample, and there are attractive frontispieces in colour. *Madame Prune* (1) is a sort of sequel, fifteen years later, to Loti's Japanese romance, Madame Chrysanthéme. *Jerusalem* (2) exhibits a curious blend of Christian sentiment, Pagan aestheticism, intellectual agnosticism. *Morocco* (3) gives admirable scope to Loti's great descriptive power. It is a pity that the translators have not succeeded better in reproducing the charm and lightness of style of the original.

(1) *In the Hands of the Malays and Other Stories.* By G. A. HENTY. (1s. 4d. Blackie.)
(2) *The White Standard: a Story of Joan of Arc.* By ELIZA F. POLLARD. (1s. 4d. Blackie.)
(3) *Marcus the Briton: a Romance of Roman London.* By MARION MATTINGLY. (1s. 8d. Oxford University Press.)

These three books provide a fund of wholesome reading. (1) contains three tales. The first is a thrilling adventure with pirates in the Dutch East Indies in 1669; the second, the scene of which is in the U.S.A., tells the story of an embezzlement and of the tracking down of the criminal; the third, the most exciting, describes an encounter with Red Indians by a young girl left alone in a log cabin on the edge of a forest. (2) The heroines are the Scottish Princess Margaret, betrothed to the heir to the French throne, the future King Louis XI, and her playmate, Priscilla Grahame, who accompanied her to the Court of France when a girl of fourteen. Their fortunes are interwoven with those of Joan of Arc, of whom a gracious and a touching picture is drawn. (3) is concerned with the progress of events during a little-known period of British history, when, from 287 to 296 A.D., there was an independent Empire of Britain, at first under Carausius, who claimed equality with the joint rulers of Rome at that epoch. It came to an end three years after his murder by Allectus. Marcus and his beautiful sister, Helen, play a leading part in the career of Carausius.

Exercises in English. By E. E. REYNOLDS. (3s. 6d. Cambridge University Press.)

One sure merit that this book will possess for teachers is the store of substance it contains, and this does not imply that its sole merit is quantity; on the contrary, examples like XXXIV. (p. 30) XLII (p. 36), or VI (p. 85), would of themselves be sufficient to prove that more than ordinary thought, care, and experience have gone to the preparation of these exercises, intended for the final stage of the School Certificate Course, as well as for more advanced work and for adult study. For précis and paraphrase the author has avoided using passages of which the beauty of expression would be marred by close attention to the matter—a wise rule; and, as punctuation can hardly be rendered interesting, he provides amusing passages from Bret Harte for practice therein.

(1) *Topsy-Turvy.* By V. BARTLETT. New Edition. (5s. net. Constable.)
(2) *Canadian Short Stories.* Edited by R. KNISTER. (8s. 6d. net. Toronto: Macmillan.)
(3) *Tales by Edgar Allan Poe.* Selected, with an Introduction, by BLANCHE C. WILLIAMS. (5s. net. New York: Macmillan.)

(1) Post-War Europe serves as the background to the collection of stories which Mr. Bartlett has grouped under the very apt title of *Topsy-Turvy.* A topsy-turvy Europe it certainly is, with its revolutions and changing governments, its wearisome disputes over arbitrary boundary lines, its intense suffering and degradation caused by wildly fluctuating exchanges, evacuations, and dispossessions. In the midst of the turmoil and attempts at reconstruction the newspaper correspondent hurries to and fro searching for "copy." We share in his exceptional opportunities for seeing history in the making; with him we meet the statesmen and the common people; we hasten from an International Reconstruction Conference to a crowded café, with its drinking and its dancing. Fact is thus interwoven with fiction and the two, combined with a deep sympathy, a strong sense of humour, and a mingling of laughter and tears, give an irresistible appeal to the book.

(2) Very different are the Canadian short stories brought together by Mr. Knister. Here, in place of a decadent and disintegrating civilization, we have a comparatively new land, with a strong, virile people, battling with the forces of nature. This struggle provides the motif for many of the stories; we see it in "The Chase of the Tide," "The Root House," and "The Essence of a Man." But the lighter side of life is not neglected. For broad humour and downright good fun the reader should turn to "The Great Election in Missinaba County," "Sir Watson Tyler," and "The Privilege of the Limits." These stories indicate a definite tendency towards the establishment of a Canadian literature which may perhaps one day take a prominent place in the literature of the world.

(3) The inclusion of these ever-popular tales in the very attractive format of "The Modern Readers' Series" should prove a welcome addition. The volume is illustrated, excellently printed, and the low price should encourage many prospective buyers.

(1) *Study Reading: A Graded Book for Silent Reading and Intensive Thinking.* By J. METHVEN. (Limp Cloth, 1s. 6d. Cloth Boards, 1s. 10d. McDougall's Educational Co.)
(2) *Francis Thompson.* Selected Poems and Prose. Edited by Prof. A. A. COCK. (Paper, 1s. Cloth, 1s. 3d. Black.)
(3) *Thomas Dekker. The Shoemaker's Holiday* (1599), *and "How a Gallant should behave Himself in a Playhouse" (from "The Gull's Hornbook," 1609.)* Edited by G. A. SHELDON. (Paper, 1s. Cloth, 1s. 3d. Black.)

(1) A commendable feature of (1) is the author's choice of passages, all taken from reputable authors, for they lend themselves admirably to detailed study, and are of such a nature that no desecration is involved in dissecting them or founding exercises upon them. The teacher may gather valuable hints from the preface. (2) (3) These are on the same lines as the very successful Socrates Booklets, and, like them, are provided with questions, arranged, according to difficulty, in three grades.

(1) *E.P.C. New Reading Scheme.* By L. JESSE. 9 Steps. (22s. 6d. Cardiff and Wrexham: Educational Publishing Co.)
(2) *Gateways to English.* Book I. By. E. G. BROWNE. (Paper, 7d. Cloth, 10d. McDougall's Educational Co.)
(3) *Large Type Story.* Reader III. (Cardiff and Wrexham: The Educational Publishing Co.)

(1) This is an elaborately-graded system for teaching reading by means of separate picture cards. Step I consists of a set of coloured pictures of objects with their names in embossed type for the child to trace with its finger while pronouncing the word. In the later stages large primers are provided having wide spaces into which the child is required to fit the appropriate picture and, in addition, there are cards with phonagrams for word-building. (2) The pill is well gilded in this preliminary

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primer, the avowed aim of which is to give pleasure to the very young beginner by means of stories and poems, nursery rhymes, proverbs, and even easy riddles, so that he is unaware that he is getting lessons in grammar and practice in composition. The illustrations are mostly not on a level with the text. (3) Though a mere school reader for little children (3) has distinction, and the classical tales of Pan and Ceres, of Phaeton and Pandora, which figure among its contents, are beautifully retold, and merit finer illustrations at least than the coloured ones accorded to them. "The Jewels" (page 45) to accompany the story of Cornelia is peculiarly unattractive.

The Whirligig of Taste. By E. E. KELLETT (3s. 6d. The Hogarth Press.)

Mr. Kellett produces much evidence of violent fluctuations in literary taste, and sets it out entertainingly. He makes great play with the case of Tennyson, but it would be easy to show that there is no great gulf between the verdicts of the most competent critics in the nineteenth and twentieth centuries.

Living English: for Modern Schools. By J. R. CROSSLAND. Book One. (Paper, 10d. Cloth, 1s. Arnold.)

Black's Beginners' Course of Picture Lessons: a Class-Book of Picture Exercises for Use after Oral Lessons in English. By G. H. REED. Books I and II. (10d. each. Black.)

Portraits and Reflections. By S. HODGSON. (5s. net. Nisbet.)

The Concise Oxford Dictionary of Current English: Adapted by H. W. Fowler and F. G. Fowler from the Oxford Dictionary. New Edition, Revised by H. W. FOWLER. (7s. 6d. net. Thin Paper Edition, 10s. 6d. net. Clarendon Press.)

Dialogues from Jane Austen. Adapted by ROSINA FILLIPI. Exploration in Africa. Edited, by E. W. SMITH. Modern Short Stories. Edited by G. N. POCOCK. (1s. 4d. each. Dent.)

Monosyllabism in English: Biennial Lecture on English Philology, British Academy, 1928. By O. JESPERSEN. (2s. net. Oxford University Press.)

Gulliver's Travels Among the Little People of Lilliput and the Giants of Brobdingnag. Adapted from the Original by SARITA L. RICARDO. *Greek Nature Stories.* By E. I. ROBSON. *Havelok the Dane, Childe Horn, William and the Werwolf.* Told from the Originals by M. ST. CLARE BYRNE. *A Book of Seamen.* Compiled by F. H. DOUGHTY. (3s. net each. Cape.)

Studies in English: a Book for Secondary Schools. By W. ROBB. Part I. Language. (2s. 6d. Longmans.)

Philips' "Study-Work" English. By E. K. MOLLOY. Book I. (1s. G. Philip & Son.)

Teaching English: Class Exercises and Notes for Teachers. By G. Y. ELTON. Edited by J. COMPTON. (3s. Macmillan.)

New Exercises in Essay Writing. By G. BOAS. (2s. 6d. Longmans.)

How to Teach Commercial English: a Complete Manual of Method for Teachers of English, Correspondence, Précis Writing, &c., in Commercial Schools and Classes. By W. SHAWCROSS. Second Edition. (3s. 6d. net. Pitman.)

Selections from Carlyle. Edited by A. H. R. BALL. (4s. Cambridge University Press.)

Progress in Literature: The Leslie Stephen Lecture Delivered at Cambridge, May 10, 1929. By Prof. L. ABERCROMBIE. (2s. 6d. net. Cambridge University Press.)

A Course of English Poetry. By J. H. FRANCIS. (4s. Cambridge University Press.)

Golden Hours of English Poetry. By W. HILL. (2s. 6d. Nisbet.)

A Selection of Great Poetry. Compiled by C. J. POWER. (2s. Rivingtons.)

These three books deal with different aspects of the same subject. The first is clearly a definite course which has been worked and which may be still in use. It is therefore extremely interesting from the teacher's point of view and may be very useful indeed where individual work has to be done. There are a number of helpful questions and exercises. The second would be more attractive if the pronouncements which stand before many of the poems could be eliminated or collected as notes at the end of the book. It should not be necessary to tell the intelligent reader that "A young lover is awaiting Maud," &c., and a similar criticism would apply in other cases. The Flecker poem does not gain by the substitution of the line, "We make the golden journey to Samarkand," for "We take the golden road to Samarkand." The third is an inexpensive and attractive selection. There is likely to be little disagreement about the greatness of the poems which are included and many stimulating discussions might take as their starting point the reason for the choice of one rather than another to represent the work of a particular poet.

(1) *Puffin, Puma and Co.: a Book of Children's Verse.* By F. G. EVANS. (7s. 6d. Macmillan.)

(2) *Very Young Verses.* By A. A. MILNE. (2s. Methuen.)

The contents of (1) are very varied, and a few, like "The Puma," with its highly ingenious rhymes, may be more to the taste of the elders than the children, who, on the other hand, will not be slow to see the possibilities in the fascinating games, "The Policeman" and "The Desert Island," faintly suggestive, in their style, of Robert Louis Stevenson; while kindred experiences will call forth their sympathy with "The Trials of a Small Boy." "Little Thomas," though on the lines of the immortal "Struwwelpeter," is in rather questionable taste; but the wit of "Cat Chats" and "Puffin" must appeal equally to old and young. Is it a fact of natural history that the puffin is so totalled unprincipled, or has the poet taken unwarrantable liberties with its reputation? The illustrations by George Morrow are wholly delightful, and the book is one which any child, seeing it, will be eager to possess. (2) Here is a chance for parents with slender purses to give to their children what will be a perpetual joy—a selection from the ever-popular "When We Were Very Young," and "Now We Are Six," accompanied by seventy-three of the original illustrations by E. H. Shepard, without which the text, witty and whimsical as it is, would seem sadly incomplete. Many of the prime favourites, such as "Teddy Bear," "The Three Foxes," and the delicious "King's Breakfast" are luckily included.

A Myth of Shakespeare. By C. WILLIAMS. (5s. net. Oxford University Press.)

A series of imaginary scenes from Shakespeare's life composed as a framework for representative scenes and speeches from the plays. The project is a daring one, but the execution deserves a high compliment: the verse can be read throughout with enjoyment and without any sort of feeling that to pass from the Shakespearean excerpts to the modern writer's setting is to step from the sublime to the ridiculous. If Mr. Williams has not exactly written Elizabethan poetry, he has caught the manner more skilfully than any mere parodist could catch it.

Toad of Toad Hall: a Play from Kenneth Grahame's Book "The Wind in the Willows." By A. A. MILNE. (5s. net. Methuen.)

A delightful children's play. The mantle of Lewis Carroll seems to have descended upon the adapter as well as upon the original story-teller.

Francis Thompson. Selected Poems and Prose. Edited by Prof. A. A. COCK. (Paper, 1s. Cloth, 1s. 3d. Black.)

Modern Plays in One Act. Edited by A. M. SHAIRP. *The Good-Natur'd Man.* By OLIVER GOLDSMITH. Edited by J. A. G. BRUCE. *Burning Gold: a Junior Poetry Book.* Selected and Edited by R. MOORHOUSE. (1s. 4d. each. Dent.)

A Shorter Longfellow. Poems and Extracts selected and Edited by A. STAMP. (1s. 9d. Nelson.)

A Book of Nursery Rhymes. Collected by MOLLY SWABEY. (3s. net. Cape.)

Scenes and Plays. By G. BOTTOMLEY. (6s. net. Constable.)

Narrative Verse: Chaucer to Martin Armstrong. Selected and Annotated by H. A. TREBLE and G. H. VALLINS. (3s. University of London Press.)

Shakespeare. The Taming of the Shrew. Edited by D. J. DONOVAN. (3s. University Tutorial Press.)

Burns. Poetry and Prose. With Essays by Mackenzie, Jeffrey, Carlyle, and Others. With an Introduction and Notes by R. DEWAR. (3s. 6d. Clarendon Press.)

(*Continued on page 465*)

IRISH FREE STATE; STANDARDIZING COMMITTEES.—For years Irish secondary teachers have agitated for the appointment of an Advisory Committee, representing the profession, to act as a means of liaison between the department and the schools. They are not likely to get it for a long time: but a faint hope is raised by the Minister's decision to appoint "Standardizing Committees" to consult with the department on papers and standards of marking at its annual examinations. So far so good: if accepted by the Teachers' Associations it will save the Ministry an annual storm of complaints and criticisms. Much dissatisfaction was felt a few years ago with the standard and methods of marking in mathematics. Recently the English papers have been the centre of criticism, less justly, perhaps, when the difficulty of setting them without any prescribed courses of reading is considered. The proposed committees are only to deal with Irish, English, mathematics, history and geography; their usefulness would be greater if the Ministry would refer the courses to them for criticism, as well as the setting and marking of the papers.

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GEOGRAPHY

(1) *The World and its Discovery : a Description of the Continents Outside Europe Based on the Stories of their Explorers.* By H. B. WETHERILL. New Edition. (4s. 6d. Clarendon Press).

(2) *World Geography : an Intermediate Course.* By Dr. J. MURRAY. (3s. 6d. Murray).

(3) *A Regional Survey of the World.* By T. S. MUIR and Dr. J. H. BIRRELL. Part 1. *The British Isles and Europe.* (2s. 6d.). Part 2. *Lands Outside Europe.* (3s. 6d.). (Complete in One Volume, 5s. Chambers).

(4) *Chambers's Introductory Commercial Geography.* By Dr. J. H. BIRRELL. (2s. net. Chambers).

(5) *The Changing World : Being a Brief Record of some Important Changes in the Earth's Surface in 1928, and in the Way that Man Adapts Himself to that Surface and Uses its Material Products.* Compiled by Dr. A. WILMORE. (1s. net. Bell).

In this group of geographies (1–4) the writers deal with the world as a whole but from very different points of view ; various methods of treatment are necessary in order that certain aspects of the world geography may be presented to the reader in a comprehensive way. (1) "The World and its Discovery" is essentially a reading book in which the adventurous achievements of navigators and explorers are related in a manner that will certainly rouse the interest of boys and girls. The knowledge acquired from these descriptions will be of the greatest advantage when associated with the formal lessons of the ordinary geography course. The book is well illustrated with maps and pictures.

(2) The Intermediate Course of World Geography is suitable for the lower forms of secondary schools. The political division is as a rule taken as the unit of treatment, and throughout the book stress has been laid on the economic geography with special reference to climate and productions. An enormous amount of information has been condensed into the limited space available for the text, and this condensation perhaps accounts for the lists of places, names, and industries (pp. 88–98), and the tabulation of lands and their products (pp. 158–168) ; the number of maps and diagrams has also been reduced to a minimum.

(3) The aim of the writers of "The Regional Survey of the World" is to provide a systematic course of study for secondary schools. The lessons have been written to suit the capabilities of junior pupils, and the materials for each lesson have been carefully selected in order to avoid overcrowding ; the text is clearly printed and well arranged in suitable paragraphs. The book is illustrated with many diagrams, sketch maps as well as a number of coloured maps. At the end of each part is a guide to the pronunciation of place names, but there is no index.

(4) In 200 pages it is, of course, impossible to deal adequately with the commercial geography of the world, but the writer has done remarkably well in producing a really useful book on this important subject. In Part 1 there are lessons on : Natural regions, migration, sources of power, situation of towns, and many other interesting subjects. In Part 2 the commerce of the various countries of the world is briefly described. Although some sketch maps are printed with the text, a good atlas will be necessary to use with the book.

(5) It is a matter of common complaint that geography books and atlases soon get out of date, for changes (physical, political, economic, etc.) are constantly taking place. Dr Wilmore has, therefore, done a good service both to the general reader and to the geography teacher in summarizing the changes that took place in 1928. This little book is well worth a shilling, and it should certainly be supplied to pupils who are preparing for the School Certificate Examinations.

(1) *Lands and Peoples. China and Japan.* By Dr. F. F. BUNKER. (6s. net. Lippincott.)

(2) *People of Other Lands.* (1s. 6d.) *People of Far-off Lands.* (1s. 9d.). By E. D. LABORDE. (Cambridge University Press.)

(1) This attractive book contains descriptive accounts of the occupations, customs, mode of life and historical associations ; if read with a good text book of geography the reader will gain a really extensive knowledge of China and Japan. The text is illustrated throughout with most interesting pictures, and at the end of each chapter, as in many books written for American schools, there is a list of subjects to be investigated and discussed in class by the pupils and teachers. (2) In these two elementary books Mr. Laborde writes his geography lessons in the form of fairy stories ; the descriptions are picturesque, true to fact, and the story interest is maintained throughout. The text is printed in large type and is illustrated with beautiful pictures ; at the end of the book there are some easy questions to test the intelligence of the readers.

(1) *Voyages of Great Pioneers.* Edited by V. T. HARLOW. (6s. net. In two Parts, 3s. 6d. each. Oxford University Press.)

(2) *Peeps at Great Explorers. David Livingstone.* By G. E. MITTON. *Vasca da Gama : Discoverer of the Sea Route to India.* By Sir G. SCOTT. (2s. 6d. net each. Black.)

(1) In an introduction of fifty-five pages, the author gives an excellent summary of the events connected with European expansion from the Christian pilgrim of the fourth century, wearily journeying across Europe to the Holy Land, to Captain Cook in the eighteenth century, sailing the southern seas and charting islands and territories hitherto unknown. In the chapters which follow the introduction, the text consists of well chosen extracts from the writings of each pioneer prefaced by a short explanatory note by the author. In this way the reader will become acquainted with the journey of Friar William of Rubruck, about 1253, the travels of Marco Polo, the voyages of Columbus, Vasca da Gama, Raleigh, Drake, Cook, and others. Twenty-four illustrations consisting of maps and pictures taken from old prints also add to the usefulness of the volume. (2) Several books have already been published in this admirable series of reading books, and the two just issued conform in plan to the others of the series. The life and work of each explorer is described in a graphic style so that the reader's imagination will be stirred by the great achievements that are recorded. The format of these books is very satisfactory and the illustrations, some of which are coloured, will certainly appeal to the youthful reader.

Lessons in Geography. Vol. I. *Gateways of Britain.* By G. C. FRY. (2s. 3d. University Tutorial Press.)

The purpose of the "Gateways of Britain" is to give some idea of the immense complexity of modern trade and industry as well as the inter-dependence of almost all parts of the world as regards commerce. The chief resources and industrial areas of Great Britain are first described and then the railways and seaports of the British Isles, and the trade routes of the world are dealt with in some detail.

(1) *Geography of the World.* By O. J. R. HOWARTH and W. A. BRIDEWELL. (6s. Part I, 4s. 6d. Part II, 2s. Clarendon Press.)

(2) *A Primary Geography of the World.* By Dr. D. C. T. MEKIE. (2s. Oliver & Boyd.)

(3) *The Living World Geographies.* Book 1. *The World in Outline.* By J. T. MULLEY. (Paper, 1s. 3d. Cloth, 1s. 6d. Arnold.)

(1) The lessons in the "Geography of the World" have been arranged so as to meet the requirements of the syllabuses of the various school Certificate Examinations ; the lessons are written on modern lines and full of up-to-date information. In Part I the continents are dealt with on a regional basis, and emphasis is constantly laid on the human geography. Part II comprises a series of lessons on world geography, with special reference to the earth in its physical aspects, as well as land forms, climate, vegetation, and trade routes. (2) "The Primary Geography of the World" has been prepared for use in elementary schools. The political division is taken as the unit and special attention is given to towns and productions. In the narrow limits of 200 pages it has therefore been found difficult not to crowd some sections with place names. The text is illustrated with many diagrams and sketch maps, as well as with some good coloured maps of the continents and the British Isles, from the firm of Bartholomew & Son. (3) This little book is intended to give children who have passed beyond the story lesson stage some notions of world geography. Instead of political divisions the lessons are arranged under such headings as ; the weather regions of the world, broad-leaved forests, the desert lands, rivers and lakes, &c.

Foundation Exercises in Geography. Simple Sketch-Maps for Individual Work. By E. G. R. TAYLOR. Part VI. The World. (6d. G. Philip & Son.)

Murby's Profile Sheets : for Drawing Sections Across Contour Maps. (Single Sheet, 1d. Packet of 10 Sheets, 6d. Murby.)

The World : a General Geography. By Dr. L. D. STAMP. (5s. Longmans.)

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HISTORY

(1) *The Aims and Organization of the League of Nations.* (1 Swiss franc. Cloth, 2 Swiss francs. Geneva: League of Nations.)
(2) *The United World.* By S. S. SHERMAN and H. SPAULL. (1s. 9d. Dent.)
(3) *The Modern World: Europe from the French Revolution to the League of Nations.* By F. S. MARVIN. (3s. 6d. Longmans.)

These three books are all devoted to the service of the League of Nations. The first is an official publication prepared in accordance with the instructions of the Assembly, and circulated expressly for the use of teachers. It contains a complete description of the aims and organization of the League.

The second is an interesting survey of world history, intended to show how much more important, and how infinitely more productive of good, have been the co-operative efforts of mankind than their quarrels and conflicts.

The third is a competent sketch of nineteenth century history in which emphasis is laid on the beneficent influence of science in uniting mankind into a single community, and in advancing human happiness.

The keynote of all three works is cosmopolitanism.

(1) *Suggestions for Practical Work in World History.* By I. O. EVANS. Based, by kind permission of Mr. H. G. WELLS, on "The Outline of History." (6d. I. O. Evans, 24 Haydon Park Road, London, S.W. 19.)
(2) *World History Stories for Little Folk: From Dawn of Civilization to Discovery of the New World.* By MARJORIE BEVAN. (2s. Low & Marston.)

Mr. Evans's exercises in world history are highly original and diverting. The list of them makes the catalogue of the labours of Hercules look meagre and commonplace. The aspirant to world-cognisance is required, among some 480 tasks, to dissect a snake; to sleep out all night in a cave; to live for a day in a wood subsisting on whatever can be found there; to milk a goat; to go to Spain to see a bull-fight; to swim, box, and wrestle; and to make an endless variety of things from catapults to praying-wheels. Any one who performed all the tasks here specified would be an epitome of the human race.

Miss Bevan's little book is of the more conventional type. It provides for young children a couple of dozen stories which introduce the reader to a few of the great men of world history from Alexander the Great to Columbus.

The Age of the Normans. By D. C. DOUGLAS. (2s. 6d. Nelson.)

Mr. D. C. Douglas, of Glasgow University, is one of the ablest and best equipped of our younger medievalists. This slight but brilliant sketch of English history, A.D. 1066-1154, will go far to establish his reputation. It shows wide reading, balanced judgment, and considerable powers of narrative and exposition. The results of much recent research are admirably summarized. The book is the fifth of the volumes edited by Mr. John Buchan, under the title "Nelson's Teaching of History Series."

Select Documents for Queen Anne's Reign down to the Union with Scotland, 1702-7. Selected and Edited by Prof. G. M. TREVELYAN. (7s. 6d. net. Cambridge University Press.)

This volume is intended primarily for the use of students attending Prof. Trevelyan's lectures in Cambridge, and reading for the Queen Anne special subject in the Historical Tripos. It is, however, valuable and interesting in itself, and it will well repay study on the part of all who are concerned with the cardinal events of the early part of the eighteenth century. The documents include the treaties by means of which the grand alliance against the Bourbons was built up; the leading dispatches relating to the opening campaigns of the War of the Spanish Succession; the measures directed against occasional conformity; and the negotiations that culminated in the union of England and Scotland.

Life in the Middle Ages. Selected, Translated, and Annotated by Dr. G. G. COULTON. Second Edition. Vol. II. Chronicles, Science and Art. Vol. III. Men and Manners. (6s. net each. Cambridge University Press.)

It was a happy idea of Dr. Coulton to divide his large volume of original documents, illustrative of life in the Middle Ages, into four manageable handbooks, of which two are now before us. The present edition, moreover, is not a mere reprint of the earlier one. It contains new extracts and fresh illustrations. Few works are more valuable than this to those who wish to penetrate the veil that hides the Middle Ages from the modern world, and to see the medieval mind as it really was.

Alexander the Great: a Biographical Study. By E. I. ROBSON. (7s. 6d. net. Cape.)

This is not a popular biography, but a scholarly and highly critical study of the sources of our knowledge of the career of Alexander the Great. In the light of a penetrating scepticism it attempts to delineate the real Alexander behind the mists of legend and tradition. It will be valuable to advanced students both of ancient history and of historical method. The elementary student should leave it on one side until he has finished with his primer.

European History, 1814-1878. By C. R. M. F. CRUTTWELL. (2s. Bell.)

A brilliant survey in brief compass of the sixty-four critical years that intervened between the congresses of Vienna and Berlin. Mr. Cruttwell knows the period intimately well, and he possesses in a high degree the gifts of insight and exposition.

The Learning of History in Elementary Schools. By Dr. CATHERINE B. FIRTH. (6s. net. Kegan Paul.)

Dr. Firth's book is a thorough, sincere, and impressive piece of work. It has manifestly grown out of her experience in teaching and in training teachers, and is no product of a resolution hastily taken. No important aspect of the teaching of history is left untouched or unilluminated, and the reader who wishes to pursue the subject further is not left without guidance. There is only one point upon which we have our doubts, but that point happens to be fundamental. We suggest that Dr. Firth, in her enthusiasm for her subject, takes the specialist's point of view too strongly for the purposes of elementary school teaching. Apparently she would have something definitely labelled "history" taught even to young children—at an age when the teacher, in our opinion, ought to be thinking chiefly about children rather than about subjects. The story-lesson may be a sort of preparation for history later on, but also for literature, for geography, for nature-study, and so forth. And to the teacher of young children it is almost irrelevant to inquire for which "subject" the story is a preparation. This is the kind of difficulty with which we have been beset in reading Dr. Firth's book. Nevertheless, it is so full of suggestion that we heartily commend it to the attention of teachers of history.

Britain and Europe: an Introduction to History. By R. A. F. MEARS. Book I. From the Beginnings to the End of the Middle Ages. (3s. Arnold.)
Class Books of World History. By HELEN CORKE. Book III. The Adventurers. (2s. 6d. Oxford University Press.)

Mr. Mears has made an interesting attempt to combine, in a single narrative, the histories of Britain and Europe. His attempt is, perhaps, as successful as the nature of the case admits. The two almost inevitable defects of such a composite work are first disproportion and secondly chronological confusion. On the one hand, Britain looms too large and Europe appears too small: on the other hand, the pupil is required to move backward and forward along the stream of time in a dizzy and perplexing way. Excellent time-charts do something to correct the effects of this rapid oscillation, while a number of first-rate illustrations lend attraction to the volume.

Miss Corke's survey of world history is a work of a very different order. Here a straight and single thread of chronology gives unity to the narrative. The narrative itself consists of the story of geographical discovery told in the form of biography. The book is illustrated with the usual excellence of the Oxford University Press.

The Cambridge History of the British Empire. Edited by Prof. J. H. ROSE, Prof. A. P. NEWTON, and E. A. BENIANS. Vol. I. The Old Empire: from the Beginnings to 1783. (35s. net. Cambridge University Press.)
Europe Throughout the Ages: From the Coming of the Greeks to the End of the Middle Ages. By N. H. BAYNES and EILEEN POWER. (6d. net. Routledge.)
Stories from Spanish History. Written and Edited, with Notes and Vocabulary, by N. G. RUIZ. (2s. Longmans.)

In his last annual report, the librarian of the Cardiganshire County Library said that the number of books circulated had gone up from 12,720 to 14,320. Sixty-five per cent of the books read were fiction; 39 per cent of the readers were adults. Each book was read on an average more than three times, and the stock of books reached an average of 48 for each 100 of the population—a record for the whole country.

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SCIENCE

The Physical Principles of Wireless. By J. A. RATCLIFFE. (2s. 6d. net. Methuen.)

In the 'Foreword' to this little volume, Prof. Appleton describes it as an up-to-date volume on the scientific principles of the subject, written by a physicist for physicists. This is a perfectly true statement; and it is not intended for the amateur enthusiast, unless he possesses already a sound knowledge of electrical principles and of elementary mathematics. Considering the size of the book, the subject-matter discussed is remarkably extensive, and, without exception, the treatment is distinctly lucid. The concluding chapter gives exceptionally interesting information concerning recent investigations on the "Heaviside layer" and on direction-finding.

Wave Mechanics: Being one Aspect of the New Quantum Theory. By Dr. H. T. FLINT. (3s. 6d. net. Methuen.)

The mathematician will appreciate the undoubted merits of this book. The physicist of modest attainment may find it difficult to follow; but to him the introduction may be commended, and its excellence is sufficient to justify him in seeking the book.

Chemistry in Daily Life. By Dr. S. GLASSTONE. (6s. net. Methuen.)

Modern men and women are usually very much interested in scientific achievements, but technical works are naturally of little use to them. Equally unsatisfying are the sporadic articles in the daily press, where, too often, accuracy is ruthlessly sacrificed to sensation. Such books as this of Dr. Glasstone's are therefore doubly welcome, and we wish that there were many more of the same kind. The author has skilfully explained some of the marvels of modern chemistry, writing in such a way that the reader's interest is firmly held, but at the same time never deviating from the narrow path of scientific accuracy. Vitamins, enzymes, dyes, perfumes, drugs, metals, and jewels: these are some of the fascinating topics which Dr. Glasstone renders even more attractive by his own enthusiasm and his mastery of exposition.

Volumetric Analysis, with a Chapter on Simple Gravimetric Determinations. By A. J. BERRY. New Edition. (6s. Cambridge University Press.)

Mr. Berry's book is so well known that it would be superfluous for us to do more than to call attention to the special features of this new edition. Some volumetric methods of little importance have been removed from the text and replaced by others of more interest. The section on indicators has been almost completely re-written, and hydrogen ion concentration has been expressed in terms of the *p*H scale. As one who has used Mr. Berry's book continuously in classes since its first appearance in 1915, the reviewer may express his warm admiration of the best elementary treatise on volumetric analysis in this or any other language.

A Concise Summary of Elementary Organic Chemistry. By Dr. F. H. CONSTABLE. (4s. 6d. Methuen.)

This book is by no means a text-book but, as its title implies, a concise summary of the chief facts of elementary organic chemistry. It should prove very useful for revision for examinations and as a supplement to a course of lectures. For a book of this kind, with numerous formulae and technical terms, it is remarkably free from typographical errors. We can strongly recommend it within its limited scope.

A Junior Elementary Chemistry. By W. LITTLER. (4s. Bell.)

A useful little book, well produced and illustrated. Mr. Littler writes clearly, though here and there he uses colloquialisms which are more appropriate in the lecture-room than in the text-book. In accordance with modern custom a good deal of historical matter is introduced, and the author has obviously been at pains to check his facts. We notice, however, that he gives the date of the "Sceptical Chymist" as 1662; it should be 1661. A useful feature is the inclusion of concise notes for rapid revision.

Mining Drawing and Materials of Construction. By H. C. HARRIS. A Complete Course in Three Parts. Parts II and III. (3s. each. Blackie.)

This is sure to be a very useful book for the student. Part II contains a careful description of the methods of projection of various geometrical solids with very clear diagrams. Afterwards steam engine details are discussed and clear drawings given on actual working plant. Part III gives an account of the preparation of working drawings of the rivet, bolt, and screw, and other simple apparatus used in constructional work, and its latter part deals with colliery plant, which is explained by copies of drawings used by various firms.

The Origins and the Growth of Chemical Science. By J. E. MARSH. (5s. net. Murray.)

The main thesis of this interesting book is that the whole of chemical science is based upon the important and fundamental theory of the composition of salts and their formation from an acid and an alkali. Mr. Marsh depreciates the importance of the phlogiston theory, stating that it only came into prominence for a few years after 1775, as a weapon to attack Lavoisier. While we cannot altogether agree with this opinion, we think that Mr. Marsh is right in emphasizing the value of the work on salts carried out by Boyle, Rouelle, and others—researches which have seldom hitherto been given due recognition. The book carries the story of the main chemical theories up to the present day.

A Class Book of Physical Chemistry. By Prof. T. M. LOWRY and Dr. S. SUGDEN. (6s. 6d. Macmillan.)

Although this book is similar in arrangement to the various parts of Donington's "Class Book of Chemistry," it is of a wider scope and has therefore been published separately. It forms an excellent introduction to the subject, most aspects of which are treated in a clear and easily intelligible way. While difficulties are not shirked, the authors have taken pains to make them lose much of their formidable appearance. The structure of the atom is not included in the book. Many questions from recent examinations are appended to the appropriate chapters, and a knowledge of the calculus is assumed.

An Introduction to Zoology. By Prof. J. GRAHAM KERR. (6d. Benn.)

To have presented within seventy-two pages a clear idea of the scope of zoology is an achievement of which Prof. Graham Kerr may well be proud. His book is easy reading, and touches on nearly every branch of zoology. Inevitable technical terms are almost always at once explained, so that any educated person ought to be able to understand and enjoy each chapter.

Patterns for the Construction of Crystal Models Representing Actual Minerals. Designed and Drawn by Dr. F. SMITHSON. (4s. Murby.)

The student of crystallography who cannot obtain wooden models of various crystals will find these patterns most useful. All he has to do is to paste the printed form on cardboard, cut round the pattern, and fold along the boundaries of the crystal faces, thus building up for himself the crystal model. Such models of thirty-six of the commoner minerals can be made.

Salt and the Salt Industry. By A. F. CALVERT. Second Edition. (3s. net. Pitman.)

To obtain for the small sum of three shillings an authoritative account of common salt and the salt industry, from an expert so well known as Mr. Calvert, is an opportunity for which Messrs. Pitman deserve our thanks. Salt is one of the most important of common commodities, and its story is a romance. That this book has now reached a second edition is not surprising; any school science library that does not yet possess a copy should hasten to repair the omission.

The Chemistry Gate: A Text-Book for Beginners. By A. S. WHITE. (3s. 6d. net. Blackie.)

Mr. White is to be congratulated on having written a most delightful little book on elementary chemistry. The boy or girl would be dull indeed who failed to learn from these attractive pages. We have seldom met with a book which we could recommend with as much confidence; and we hope that Mr. White will be encouraged to write more of the same kind.

An Introduction to Quantitative Analysis. By W. F. F. SHEARCROFT. (2s. Bell.)

Elementary Qualitative and Volumetric Analysis. By N. F. WATTERSON. (2s. 6d. Cambridge University Press.)

Higher Certificate Physics Test Papers. By A. H. COOPER. (1s. 6d. Methuen.)

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Lectures on Conditioned Reflexes: Twenty-five Years of Objective Study of the Higher Nervous Activity (Behaviour) of Animals. By Prof. I. P. PAVLOV. Translated from the Russian by Dr. W. H. GANTT, with the Collaboration of Dr. G. VOLBORTH. (18s. net. Lawrence.)

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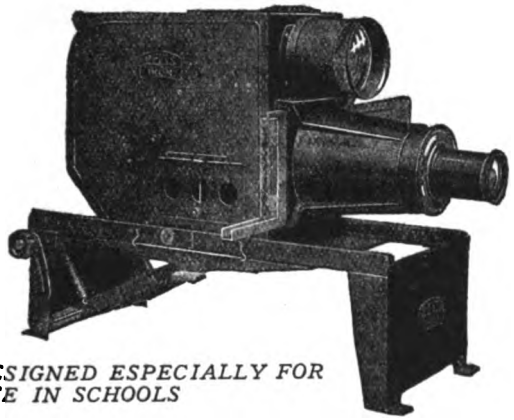

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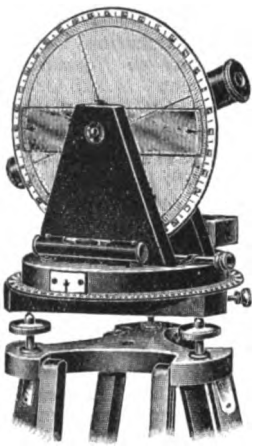

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Report of the Mental Deficiency Committee, being a Joint Committee of the Board of Education and Board of Control. Part I. General. Part II. The Mentally Defective Child. Part III. Report by Dr. E. O. LEWIS on an Investigation into the Incidence of Mental Deficiency. (5s. net. H.M.S.O.)

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Association of Infant Welfare and Maternity Centres, Including the Babies' Homes Department and the Infant Welfare Workers' Employment Bureau. *Annual Report*, 1928. (Carnegie House, Piccadilly.)

National Association for the Prevention of Infant Mortality. *Annual Report*, 1928. (Carnegie House, Piccadilly.)

The Carnegie United Kingdom Trust. *Fifteenth Annual Report (for the year ending December* 31, 1928).

Department of Public Education, Cape of Good Hope. *The Primary School: Suggestions for the Consideration of Teachers.* Second Edition. (Cape Town: Cape Times, Ltd.)

London and National Society for Women's Service. *Memorandum on Openings and Trainings for Women.* Seventh Edition. (6d. Women's Service House.)

Imperial Institute. *Annual Report*, 1928.

Bulletin XL. The World Conference; The Highway and the Strait Gate; Adult Education in the Rhondda Valley, &c. (1s. World Association for Adult Education.)

Review of Legal Education in the United States and Canada for the Year 1928. By A. Z. REED. (New York: Carnegie Foundation for the Advancement of Teaching.)

Manchester Municipal College of Technology. *Prospectus of Short Courses of Lectures and Laboratory Work to be given during the Summer*, 1929.

Report of the National Baby Week Council, 1928: *Presented and Adopted at the Twelfth Annual Meeting of the National Baby Week Council held in London on the 13th May*, 1929.

Imperial College of Science and Technology. *Huxley Memorial Lecture*, 1929. *The Origin of a Land Flora*, 1908–1929. By Prof. F. O. BOWER. (1s. net. Macmillan.)

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Board of Education. England and Wales. *Schools and Classes Recognized under the Regulations for Further Education*, 1927–28. Statistics, for the Area of each Local Education Authority, of (*a*) Evening Institutes and Evening Courses in Colleges, showing (I) Number of Institutes and Colleges; (II) Number of Students, and Percentage Male and Female; (III) Student-Hours per Student; and (IV) Student-Hours per Class-hour; (*b*) Part-time and Full-time Students per 1,000 of the Population. (6d. net. H.M.S.O.)

Education in Wales: Report of the Board of Education under the Welsh Intermediate Education Act, 1889, *for the Year* 1928. (6d. net. H.M.S.O.)

In the May issue of the *Nineteenth Century*, Mr. Terry Thomas contributes an article on the First Examination. He analyses the growing discontent against the arbitrary rules governing the selection of subjects and gives many illustrations of anomalies occurring under the present arrangements. His conclusion is that only by a gradual relaxation of the group requirements can we arrive at a universal examination which will bring satisfaction.

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The Teacher: Types, Contacts, and Interests

VII.—THE TEACHER AS SPEAKER

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

MR. GEORGE SAMPSON incurred a great responsibility on the day that he put into circulation his famous pronouncement: "Every teacher *in* English is a teacher *of* English." Those of us who teach other subjects than English probably have not much sympathy to pass on to Mr. Sampson, for the satisfactory reason that we need it all for ourselves, labouring as we do under the burden of responsibility he has cast upon our shoulders. St. Paul tells us that he did not know he was a sinner till he came up against the tenth commandment. What this final commandment did for St. Paul, Mr. Sampson's saying has done for every conscientious teacher of any of the subjects in the school curriculum outside of English.

In my work I have often felt the need of a definite term to mark off the teachers of all branches other than English. The term English teacher is not itself a very good one: it carries an obvious ambiguity. But common usage in school circles has worn off the ambiguity, and the term stands out as practically univocal. To launch a negative *non-English teacher* would require more influence and a longer time than is at our disposal. Yet we obviously require a term to mark off the two great groups. So I would suggest the direct form, *subject-teachers*. To use this phrase to distinguish those who do teach English and those who do not, involves the suggestion, as logicians will be eager to tell us, that English is not a subject. But while unwilling to deny to English what would soon become known as "subject-rights," if the controversy became acute, I must point out that its rank will be materially changed if Mr. Sampson's slogan is accepted and pressed by the English teachers.

The present is indeed a very suitable occasion to open the whole question of the relation between the English teachers and the subject teachers. We are apt to say that English is no doubt a subject in school like any other: but that is not strictly accurate. It is not "like any other," it has a special characteristic that marks it off from all the other subjects in the curriculum. The three R's, according to Lord Avebury, may be classed as "knife-and-fork studies," which is obviously only an epigrammatic way of saying that they are instrumental subjects. Carrying on the metaphor, we may call the substantive subjects "dinner-studies." But even among the three instrumental studies English occupies a commanding position. It really captures two of them, for reading and writing are merely forms in which we exercise our English. Arithmetic no doubt is rather useful in carrying on our ordinary life. but in the last resort we could manage to scrape along without it; but without reading and writing we would be indeed in a tight corner. The mother tongue occupies a peculiar place in the curriculum. It enters into all the other subjects: successful teaching of them depending to a considerable extent on its mastery by teacher and pupil alike. Naturally the teacher is supposed to come to his work with an effective command of the mother-tongue; and since in the nature of things the immature pupils cannot be expected to have the same command, they are all therefore in the position of learners in this subject, whatever other matters they may study. So English holds the unique position of permeating the whole of school life.

Elsewhere I have given an account of an old quarrel in the United States between the English teachers and the subject teachers, in which the English teachers were rather badly treated. But at the present time there is a better chance for the subject of English than it has ever had before. The refinements must still be attended to in the definitely set apart English classes, but the actual use of the language is the business of everybody on the school staff.

The time is past when the specialist teacher could calmly neglect the language in which his pupils presented exercises in their subject. So long as the facts of botany, of history, of physics were correctly set forth, that used to be all that the specialists cared about. As to spelling and grammar, let the English teacher see to them. As the consciences of some of the specialists pricked them at the sight of the shameful form in which their exercises were presented, they have been known to make the suggestion that they would be glad to mark these exercises for the subject matter of their speciality, and then hand them over to the English department of the school to have them dealt with on the linguistic side. Naturally the English departments did not see their way to play the rôle of Gibeonites: so the scheme fell through. Probably in the near future in the large schools there will gradually develop a genuine Gibeonite class of teachers who will make it their business to deal with the English of the pupils in the various subject classes

But while the struggle is going on, and while the seed planted by Mr. Sampson is germinating, it is worth while looking at the attitude of the teachers in general to this matter of English. The new claim that we are all teachers of English has a unifying influence on the profession. It is really an appeal to us on the human side, and is far from being neglected, so long as it is confined to that side. It is when definite claims are made on the teachers' time and attention to what is, at least technically, none of their business that the subject teachers are inclined to rebel. In the last resort even the most rights-demanding subject teacher will not allow his pupils to talk slovenly English in class. Slang is condemned, dialect is *taboo*, vulgarisms are at least frowned upon. In the school every teacher should hold himself responsible for the English of every

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pupil, as every citizen of Sparta held himself responsible for the conduct of every boy in the city.

But apart altogether from the views of the teacher in this matter, parents and educational authorities take up the very definite attitude that it is the business of the school, as school, to attend to the speech of the pupils. One of the main reasons why moderately well-to-do people strain somewhat to send their children to a fee-paying school rather than to a free one, used to be that the youngsters at the free schools were apt to pick up undesirable things: for example, insects and accents. In these happier days the entomological odds and ends have disappeared, but the accents remain in all their ferocity.

Parents lay great stress on having teachers with good accents; educational authorities back them up. Teachers themselves feel it to be their duty to keep as close to accepted standards as possible, and that irrespective of the subjects they teach. Here there is no question of leaving the matter in the hands of the English teachers. It is recognized that it is not a matter of deliberate teaching, but rather of setting a good model, and seeing that it is followed.

There is far from being unanimity among teachers where accent and dialect are concerned. But the impression is growing in our craft that too much attention has been paid to mere dialect. The impossibility of entirely changing the dialect of a district is beginning to be recognized, and the question is being asked in quiet corners of common-rooms whether it is altogether desirable. Why should a Yorkshireman try to modify his accent so as to approximate to an accent that prevails further south? Teachers and other educational people are beginning to face the bi-lingual problem at home. Up till now we have treated it as of importance in Quebec and in South Africa: but to-day it is being brought home to us that the problem exists at our very doors. In a Lancashire village or a London slum we have bilingualism in quite a pronounced form. In dealing with it teachers should probably attempt less than they do at present. The difficulty is to be overcome by dividing and conquering. Edward Thring's principle of "running the goose down" has here an excellent field. Instead of trying to uproot the whole home speech and street speech the teacher should concentrate on the removing (a limited number at a time) of objectionable features that he considers removable. He may thus ameliorate the situation, whereas if he attempts to renovate the entire range of his pupils' speech he will end in a morass.

Inevitably the searchlight at this point centres upon the English teacher's bane, the letter *h*. Is this bugbear included within the list of remediable defects? In the case of a responsive individual in the hands of a thoroughly capable teacher the *h* can be brought to heel, as witness Mr. George Bernard Shaw's convincing Pygmalion. But with one capable teacher attacking a phalanx of *h*-maltreaters the chances of success are not bright. The most he can hope for is to secure decent treatment for the letter within the school walls, and trust to providence to find fair play for it outside.

It has always seemed to me that we spend an unwarrantable amount of time and energy in dealing with this refractory letter. After all, it is not a matter of life and death, as it was one day at the fords of the Jordan. Its main importance is a social one. There is nothing morally wrong in ill-treating the aspirate. I have not heard any convincing proof that the interchange of *h's* among words produces a more cacophonous result than the recognized arrangement. We all admit, of course, that it is unpleasant to our orthodox ears to have breaches of our sound association thrust upon us. But the offence is in the ultimate resort to be traced back to association, and goes no farther.

On one occasion Ruskin is reported to have said a thing that I cannot but regard as much below his usual level, when he maintained that a man damns himself for ever as a man of culture when he speaks about *Iphigen'ia* instead of *Iphigeni'a*. Without doubt it is irritating to us who happen to be accustomed to the second form to have the accent shifted back a syllable. But the man who misplaces the accent may know practically all that is worth knowing about *Iphigenia*: may know the whole plot of the play: may even be able to talk with intelligence about the hidden meaning and symbolism of her story. Does not Ruskin sink to the level of those young gentlemen of Oxford who perpetrate couplets which they attribute to members of Ruskin College, as thus:

Here living softly on the rates
We find our ancient friend, Socrates.

Or thus:

There in Athens taking sides
Were Perikels and Euripides.

If a man talks about *Plot'inus* instead of *Ploti'nus* it does not signify that he does not know the philosophical views of that Neo-Platonist. What it does indicate is that the mixer of the accents has not happened to come across the name in conversation or in a lecture. To that extent it does indicate that his education has not been so good as that of those who pronounce the word aright.

We teachers are the last people in the world to belittle personal contact as a part of education. But on the other hand we are usually big enough not to overestimate the importance of formal correctness in matters of detail. It is hard for the real scholar to sympathize with the sneer underlying the name that used to be given in contempt to the external students of London University. These students are not required to attend classes of any kind, and can go forward to the three remarkably severe examinations that clear their way to a degree. Some of those who had the advantage of going through a regular university course so far forgot themselves as to speak of their less fortunate fellows as "attic students," and sometimes went a step farther and sneered at them as "garreteers."

It has to be admitted that these external students cannot, perhaps, altogether overcome the disadvantages of their conditions of study, and now and again may fall into the sort of blunders over which more fortunate people used to make merry.

The purpose of this excursus is to emphasize our responsibilities in the matter of speech. Whether we will or no, we are set up as a model of pronunciation. The time has rather gone by when we were accepted as *the* authority on such matters. The dictionary is much more used to-day than in the old times when the schoolmaster was the natural court of appeal. Yet within the school-room itself our authority runs with as great an effect as ever. Our pupils tend to talk as we talk. Philosophers have a ponderous phrase that they are fond of using to describe the subject matter about which they are writing: they call it "the universe of discourse." This has always struck me as pretentious in books, but applied to the school it seems quite in place.

In fact Mr. H. G. Wells maintains that the first function of the school is to promote intercourse: it is only at the second remove that most of the aims usually set before the school find a place. This is a feather in the caps of the English teachers, but the subject teachers get a little of their own back by the reflection that Mr. Sampson has done something effective in the way of levelling up matters. Besides, if the English teachers provide the means of discourse the subject teachers supply something to discourse about. In living up to the level of Mr. Wells' demand, teachers are liable to overdo their function of intercourse promoters. A symptom of this deviation from the true path is to be found in a certain formality of speech that used to be regarded as typical of our craft. "To talk like a schoolmaster" formerly had quite a definite meaning for the man in the street, but of late it is noticeably less commonly used. Or perhaps the case may be better put by saying that the tone in which the saying is used has changed. Formerly it carried a sting: now it is used if not quite with a note of approbation, at least with a sugges-

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tion of respectful irritation, underlying which is the implication that the schoolmaster talks better, "in a sort of way," than ordinary folk.

It is natural that this should be so, for it is the teacher's business to be accurate and finished in his speech. We may not altogether like it, just as we rather resent the superior accuracy and finish of the English of a really educated Frenchman. We know that he is a foreigner not from his inferior English, but because his English is in a way superior to our own. Naturally we are unwilling to admit that his English is technically superior to ours; and thereby hangs a lesson to us teachers. We must realize that here we have a parallel to the Athenian attitude towards excessive skill in the arts. Your cultured Englishman wants to use his mother tongue accurately and intelligently, but not with such stark accuracy as to cause attention to be directed towards it. If the teacher speaks with such technical perfection that people in general society take notice of it on this ground, it may be fairly said that he has fallen into the schoolmaster's fallacy: he talks it too well.

Our aim should be the highest accuracy that can escape without detection. Naturalness should be a joint goal with accuracy in the teacher's cultivation of the mother-tongue. Here, as usual in such cases of competition, the two goals are inclined to interfere with one another. But here also, as is not usual, this interference is an asset. It prevents either of them attaining complete development. We have seen that a perfectly accurately-speaking teacher leaves something to be desired: on the other hand a teacher might possibly speak quite naturally with a shade less accuracy than is desirable. The Pygmalion of G.B.S's play finds at certain stages in the development of his Galatea examples of this conflict between accuracy and naturalness. The "prunes and prisms" state of mind is not entirely unknown to-day among us: and the stern treatment of the aspirate does not tend to promote naturalness.

So much for the vocal presentation of words: now for the words themselves. For the Wellsian demand for training in intercourse includes the mastery of the meaning of words as well as of their pronunciation. At this point the subject teachers are inclined to take more notice. Even the teachers of science show interest, for many of them are familiar with the quip of the Frenchman who maintained that a science is merely a well-made language. Each of the special subjects has its separate vocabulary, of the purity of which it is very jealous. The botanist allows no liberties to be taken with his formidable terms, and even the physicist spends a great deal of time in getting his pupils to tell him *exactly* what they mean by certain sacrosanct expressions current in his class-room. It is through these vocabularies indeed that the English teacher may make a successful flank attack; and by promising to respect the sanctity of the specialist vocabularies, secure the support of the subject teachers for the vocabularies that are the common property of all the subjects of the curriculum.

We may as well acknowledge, a fact that cannot be denied, that some of our teachers of science have a rather low estimate of the value of English composition. They are inclined to regard it as a rather frivolous method of word-spinning. They would willingly, if they could, themselves put all they have to say in formulae, and those among them who have no facility with the pen are apt to excuse themselves somewhat complacently with the remark that they "never could catch on to the art of saying nothing in two thousand words."

To teachers of this type Mr. Sampson's claim will be in the highest degree inflammatory. But fortunately this formulae group is a small one. Most science teachers appreciate the value of good English as a medium of expressing the truths of their subject. There is nothing inconsistent in a science man being also a competent writer of English. Among the many services T. H. Huxley has rendered to education not the least is the brilliant example he has provided of the possibility of combining in one person superlative powers of research and expression. So we can go calmly on with our inquiry into the verbal resources of teachers and pupils, with the assurance that teachers of all kinds will at least follow with interest, if not with approval.

We are all getting familiar now with the idea of the pupil's three vocabularies—the reading, the speaking, and the writing vocabulary. We know that of these the reading vocabulary is the largest, and that in the younger classes the speaking vocabulary comes next, while in the highest forms the writing vocabulary begins to take the second place. It will be noted that this classification of vocabularies is based upon the subject matter to which it may be applied.

But a quite different classification may be based on the age of the pupils. Each form in school may be said to have a vocabulary of its own. The vocabularies may be regarded as having a chronological basis. Each age may be assumed to have a vocabulary, and these vocabularies may be grouped so as to show a median number of words for each. For their own purposes the Mental Test people have made certain researches, and have come to the conclusion that the following are the number of words that make up the vocabularies of the selected ages:

Age	Number of words
8	3,600
10	5,400
12	7,200
14	9,000
Average Adult	11,700
Superior Adult	13,500

Teachers who have not previously come into contact with the above list, which I have borrowed from Prof. Lewis M. Terman, of the Leland Stanford University at Palo Alto, California, will be in a little doubt about where they stand in this tabulation. It is a disturbing thing to claim a place among the superior adults, but there seems no other place that quite meets their case. As a matter of fact they need have no hesitation at all. They are not quite at their proper level among the superior adults, it is true, but that is because they hold the same position as the man in the Bible, who at the banquet was told to "Go up higher." For, using Terman's own method with several large groups of teachers, I have found that the tests have always given a higher number than the 13,500 allowed by him. They seem to be entitled to something like 17,000, which, when all is said, is not an extravagant demand. Teachers are not only superior adults, but they are superior adults who have a special connexion with words as part of their professional work. Besides, my estimate coincides with the results of an investigator who gave five years of his spare time to try to find out how many words a modern educated person required to carry on all the departments of his life, and came to the conclusion that the minimum number was 17,000. His results were published in *The British Weekly* before the War, but unfortunately I have lost my cutting. It does not matter, however, for he gave only his results, and left his method unexplained.

The interesting thing about all the above figures is that they completely overturn the popular impression of the number of words at the disposal of different social groups. The usual error has been markedly on the low side. It used to be thought that a child of five knew only about two hundred words. Tests have shown that the number is five times that. The number of words of a Sussex labourer and a London cabman have been estimated at numbers so small that they could scarcely cover the expletives at the command of members of these two groups. Accordingly, we need not scruple to claim an extensive vocabulary for our craft. Twenty thousand in round numbers is, after all, not an extravagant demand for a profession that really specializes in words. Out of the more than 400,000 words included in the Oxford dictionary surely five per cent is a

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modest demand for subject teachers, with a possible extension in the case of those who make English specifically their own.

When I have made a remark like the above in an address to teachers, I have, to my satisfaction, on several occasions had protests from subject teachers after the lecture that there is no reason to credit English teachers with a richer vocabulary than their colleagues who deal with other subjects. Indeed, the protesters claimed that the chances were that the subject teachers were more likely to have the wider vocabulary, since they had a whole realm of special knowledge, whereas the English teachers were concerned only with the means of expression. I am content to let them fight it out among themselves, while I rejoice inwardly at the happy augury for the acceptance of the Sampsonian doctrine.

The Teaching of Modern Languages, and the School Certificate Examination *

By SYDNEY W. WELLS, B.A., Senior Modern Language Master, County School, Bexhill-on-Sea

II.—PHONETICS

IN these articles I am dealing chiefly with the State-controlled public secondary schools, where the age of admission is, except in preparatory departments, limited to ten. These schools experience a difficulty, or at least an interesting experience, in the fact that whereas many schools begin French at the age of ten (that is to say in Form I), they have another group of beginners whose ages range from eleven to thirteen, principally of the ex-elementary scholarship class. Yet the boys later on are merged and no difference is made in treatment, or discerned in the results. Have two or three years' work been done to no purpose? We are certainly not justified in concluding that the non-scholarship boys, being, presumably, less intelligent than the scholarship boys, should get a year or two ahead of them; for if we argued thus we should presuppose that the ex-elementary boys were wasting their time before coming into the school, otherwise, being more intelligent and having more time for them, they would develop their English subjects out of all proportion to the knowledge of these subjects shown by the non-scholarship boys when the two sections came level. From all which it seems clear to me that we should fix our age for the school course in French at eleven, beginning, that is, with those classes on a level with the scholarship boys. In the Board of Education Memorandum on the Teaching of Modern Languages it is stated that by putting the ex-elementary boys into a class of their own it is possible to give them intensive training to bring them level with those who have had one, two, or more years' start. If this means anything, it means that time is wasted with the others before this stage, and work is done leisurely and in a half-hearted fashion. If it is possible to work up a certain standard of French in one case it would have been possible in the other, and my point holds about the uselessness of work before that stage.

Better still, of course, would be the compulsory choice of our elementary scholarship boys at age ten. But even here I doubt whether the boy is old enough to begin French at ten, in spite of my enthusiasm. A boy should be thoroughly well-grounded in his English subjects first. It is commonly admitted that an ex-elementary boy has to mark time in his English subjects on first entering the secondary school, because the others have been (dare I say it?) wasting time on French. The madness of this was forced home on me when teaching French to a class of boys aged 8+ in the North, boys who could not spell easy little English words. Later, ex-elementary boys, much stronger in their English subjects, came in and polished off the whole lot in one year! No child can be said to have mastered his own tongue and formed a good basis of general knowledge before the age of eleven: it is overloading the child's mind and giving him mental indigestion to attempt foreign languages before then. That gives us, as I suggested in my previous article, a five-year course if the pupil is to pass his examination at sixteen.

Let us therefore assume that the initial stage takes from eleven to thirteen years of age. If I had again to teach pupils of ten I would give them nothing but oral instruction of the simplest type and use the extra year to developing speech and hearing. I would give no written work whatever, and certainly not attempt any grammar.

The first duty of the modern language master is to get, by some means or other, a modern language room (better, a separate room for each language), and consider it as his laboratory. It should be the "Coin de France" or "Klein Deutschland" of the school, where the pupil may get some of the atmosphere of the country whose language he is studying. Here the English language is the foreign language, to be used only by the teacher when its use is imperative. It should have its French and German (or Spanish) circulating library, with material to suit all tastes and ages. French and German maps and pictures of literary interest and artistic merit, railway posters, tear-off calendars with daily mottoes, daily newspapers and periodicals, busts of Voltaire, Goethe, Beaumarchais, Lessing, a gramophone with a stock of conversation and folk-song records. Panoramic views of the Rhine or the Seine with interesting descriptive matter should be hung on the walls, while a good idea is to have round the walls a history chart with chief events of social or literary importance marked in English, French, German, and Spanish. Thus the boy will, during the five years he spends at school, obtain unconsciously some idea of the development of civilization in the foreign countries, with his own as a standard of comparison. The wireless offers certain possibilities and its usefulness will increase with the advance of science. Correspondence with French and German children should be encouraged, if not definitely controlled; and visits abroad should be an annual event. The school should also publish its own modern language magazine with humorous illustrations. I do not advocate special wall pictures as a medium of instruction: I bought one three years ago. Already it has become an eyesore, a thing of horror for me. It has absolutely no pretensions to artistic merit and has no intrinsic interest whatever. And now I try not to notice it.

So much, then, for externals. Even if these things did not serve as a medium for conversation, they would give some point and purpose to the children's studies and create an added interest in the work. I always spend the first lesson of a class of beginners listening to their reasons for learning French. At the end we sum up the main points. An intelligent understanding of the aim in view is conducive to keener efforts. I begin the next lesson with a talk about the caricature Englishman abroad, who can still be seen made the butt of laughter on the French stage on account of his bad pronunciation. And with one or two episodes from my own experiences I work up some enthusiasm to tide them over the boredom of the introduction to French pronunciation. I think it was Dr. Hedgcock who urged that we should not disappoint the

* *Continued from the March issue.*

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eager beginners by going straight into phonetic training, but should pander to their desire to learn a little "real French" first. I am in complete disagreement; the jam should come after the pill, not before. Moreover, nothing but ill can come from learning merely to unlearn. One of my greatest arguments to get the class enthusiastic over phonetic training is the example of bad pronunciation provided by the preparatory school boys. But there is nothing to prevent the teacher from giving words like *dada*, primarily for the sake of pronunciation, and then giving the meaning.

What do we mean by phonetics? About forty years ago it was suddenly realized that an essential part of a language was its pronunciation, and that under favourable conditions the pronunciation of any language could be more or less mastered. Bold spirits gave the matter earnest attention and research, and they discovered that conventional spelling was no guide to pronunciation, that there were more sounds than letters in the alphabet, and that some letters had different sounds in different words. They therefore proceeded to make up artificial alphabets with which they offered to cure us altogether of faulty pronunciation. Some, like Sweet, were in favour of a totally different kind of writing, a kind of stenography, and we find Prof. Findlay advocating the same kind of phonetic shorthand to-day. At the same time the physiology of the various sounds was studied with the argument that if we know how the foreigner places his vocal organs when pronouncing a certain sound, then if we place our organs in a similar position, we stand some chance of getting a similar sound. Scientific analysis of the individual sounds, it was argued, was better than blind, haphazard imitation. The results proved the argument to be sound. It was so successful that it rapidly gained ground, and an international phonetic association was formed. But the reason for the success was misunderstood; it was supposed to reside in the made-up alphabet, with the consequence that misguided people began printing reading extracts and whole courses in phonetic script.

This is where I part company with the phoneticians. I believe—no one more—in the importance of accuracy in pronunciation. But let us not mistake the cover for the book. The most perfect phonetic alphabet in the world cannot ensure a good pronunciation, and the alphabet of the A.P.I. is not perfect yet. I have seen phonetic courses being taught by teachers whose pronunciation I would be ashamed of. In his "Modernism in Language Teaching," Mr. H. E. Moore still holds to the use of an all-phonetic script, for one term only. "The disturbing suggestions of the ordinary spelling are held at bay," he maintains, "until correct pronunciation is established, a Cartesian isolation of difficulties, and yet progress is being made with vocabulary and grammar" (*Op. cit.*, pp. 79, 80). In the Assistant Masters' Association "Memorandum on the Teaching of Modern Languages," the considered judgment of the editors is also in favour of an all-phonetic script at the earliest beginning: "It is of great importance that the child shall, in these first lessons when we are dealing with pronunciation, associate the new sound with a clear and easily recognizable symbol, and that its attention shall be directed exclusively to the task of acquiring a correct pronunciation. If we introduce a traditional spelling at this stage we confuse the issue; we try to attack two problems at once, pronunciation and spelling" (*Op. cit.*, pp. 87, 88).

My solution to the difficulties that these people realize is a perfectly simple and logical one; in the beginning, when the great interest is correct pronunciation and familiarization with the spoken language, why worry at all about the written word? Why worry the learner with strange hieroglyphic stuff when it is entirely unnecessary? By all means let us know these convenient symbols and use them when dealing with isolated sounds, so that we can use them in conveniently tabulated notes for teaching French orthography after the first term or two. But for reading and dictation I hold the use of phonetic script to be a waste of time and a complication of the difficulties. We have called in science to our aid, but it has led us beyond the proper goal. It is like a diet of patent concentrated food, of abstract vitamins and artificial nutriment, instead of a scientifically-balanced natural diet. In the first term no reading aloud at all should be done by the pupil, except after the master in the case of songs and ditties. He may follow the lesson in his book or see the words on the blackboard, and even spell them in the French alphabet, but it does not matter whether he retains the spelling or not: a fact granted by the phonetic fanatics themselves. But what in the name of reason is the use of phonetic dictation! To train the ear? Surely the best and only satisfactory test of whether a boy has heard aright is his ability to repeat the sound, which gives the master an opportunity of correcting any faulty pronunciation, which no amount of dictation would ever do. Before leaving this point let me quote Schweitzer and Simonnot: "La phonétique est une chose, l'écriture phonétique en est une autre. La discipline de la prononciation est de toute nécessité; la transcription est affaire de goût et de préférence. A vouloir faire de la seconde le corollaire obligé de la première, on déroute les meilleures volontés" (*Méthodologie des Langues Vivantes*, Armand Colin, p. 62).

It is well, on first broaching the question of phonetics, to get the pupils to define a vowel sound and a consonant, and to realize the difference between them. They should be told that the greatest difficulty of the English learner is his impurity of vowel sounds, which marks him out from all other nationalities. Having laid it down that the Englishman gets his impurity of vowel sounds by slightly closing or contracting the vocal organs, it is easy to get them to realize that the Frenchman must keep his vocal organs in one position only in order to produce a pure sound. The difference should be well marked by sounds, pairs of words as *dé*, day; *bête*, bait; *chose*, shows, somewhat exaggerating the English diphthongal sounds. The question of the position of the tongue, lips, and teeth should be studied in class (I have become an adept at drawing the interior of the mouth on the blackboard for this purpose, although the sound charts of Prof. D. Jones and F. Rausch, published by Dent, 15s. per set of nine, serve the purpose), and the terms front, back, close and open vowel sounds should be thoroughly understood. A fairly complete mastery of the vowel sounds should be obtained before proceeding to the consonants. It is rather strange to find those ardent phoneticians, the editors of the A.M.A. "Memorandum" referred to above, stating that a "simulated cold in the head is a pleasant introduction to the mysteries of nasalization." I am continually having to tell my pupils that when one has his nose clogged up his sounds cannot possibly be nasal! I usually mention the individual in "Oliver Twist" who, suffering from a permanent cold in the head, was erroneously stated to be always "talking through his nose."

When one has obtained fairly satisfying results in the production of the various sounds, both isolated and in short words like *lolo, dada, moulu, était, huitaine, heureuse, serrure*, &c., one may proceed to the more serious business of learning the language. But the study of phonetics must be constantly reopened throughout the course. The tendency to degenerate is ever strong and the pupil's environment is all against him. Slackness in this respect must never be tolerated, even in grammar drill or parrot work, where this is resorted to. After the first two or three terms carefully tabulated notes of the different sounds and their various spellings, such as I have worked out in my "Premier Cours de Français" (in preparation), should be carefully studied periodically. This will be found a great help in dictation as well as reading. An indispensable but mostly neglected part of phonetic training is intonation, and this no phonetic script can convey adequately. It can only be done by a master who has himself thoroughly

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mastered it by careful study and practice; and it is best done in chorus with the master beating time. A difficulty peculiar to German that needs special care is the *Knacklaut*. Every nerve must be strained to get the English boy to conquer his lamentable tendency to eat his words when speaking alone in class; a clear voice helps the boy himself and the rest of the class to grasp more fully the nature and meaning of the words he is pronouncing.

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Musical History in Public Schools

By ROBERT H. HULL

THE scope of music in its application to public schools has been extended so considerably within the last decade that it is not unreasonable here to estimate what position musical history should be allowed to occupy within the normal scheme. Its value in the education which public schools attempt to provide has already been realized, at least in part, by certain musical directors who, from unambitious beginnings, have endeavoured to secure for their pupils a foundation of knowledge in the subject. The progress which has very largely attended these initial excursions constitutes an adequate justification for developing yet further this important branch of musical instruction in public schools. Before proceeding to consider what would appear to be a serviceable form of instruction in those cases in which the subject can be approached in some detail, it may be of interest to record the results of one of the more successful ventures which stands to the credit of the pioneers.

This method of elementary instruction took the form of periodical lectures, delivered at intervals of a week, whose purpose it was to concentrate equally upon the pronounced achievements of famous composers and the position they were designed to occupy in relation to the progress of music. So far as one has been able to gather, no arbitrary attempt was made to confine the instruction within formal limits. Furthermore, the aim was rather to provide a general survey of the subject from the sixteenth century until the beginning of the twentieth century than to discuss any one composer in minute detail. The advantages and disadvantages of this enterprise are fairly obvious. In so far as it was directed towards providing pupils with a bird's-eye view of musical history, one cannot but applaud a system which can achieve that object within limited time, and with results undeniably satisfactory. To this extent these weekly lectures were undoubtedly attended with success. But to those who realize how essential it is for a firm foundation in history to be secured, it is quite apparent that the above method, although excellent in its way, is alone not enough. Two alternatives present themselves.

The first is that the comprehensive survey should be supplemented by additional lectures to enable major historical points to be examined with care. Frankly, this arrangement would amount to an educational luxury. The time at the disposal of the musical director is in any case seriously limited, and he must necessarily approach with caution any suggestion which means in effect that a considerable encroachment is to be made. There may be circumstances in which such vigilance is not essential, but economy of time has always had to be, and still is, the prevailing rule. It is not clear that a brief outline of a wide period of musical history forms, in public schools, an ideal approach to the subject. Although, as we have indicated, it met with success in those schools in which it was attempted, it was never assumed by those responsible for its inception that the system could do more than give the pupils a somewhat superficial grasp of historical elements.

The second alternative, and one which we propose here more fully to discuss, is for the musical director in weekly lectures to cover the ground by dealing methodically with specific periods. The process may appear slow by comparison, but it is at least attended by the greater certainty that thoroughness will be the order of the day. To the possible objection that pupils will thereby fail to acquire an accurate historical perspective, one would submit that this can never be obtained if secure knowledge of the rudiments is lacking. When the field has been covered, in detail and with sure understanding, it is then time enough to consider how the knowledge shall be employed to make clearer in what relation one composer stands to another. To this end one would make the following suggestion.

The musical director can calculate that his pupils will remain, normally, within his charge for at least three, and perhaps four, years. It is probable that in their first year these pupils will not be required to attend historical lectures. Their time will be fully occupied with that very necessary instruction relating to musical appreciation and ear-training. It is without reason to expect that they can conveniently add to their burden at a time when they are concerned with so much that, to them, is hitherto un-

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assessed and unexplored. If preparatory schools made it their regular business to teach boys something of musical history the case would be altered. At present, however, they do not do so, and it is fair to assume that a boy comes to his public school knowing little or nothing of the subject. But although the pupil would not be expected, perhaps, to embark upon the history of music at first, there still remain two or three years in which the director can undertake the boy's instruction in that department. It should, therefore, be entirely possible to devote a year or two to the detailed examination of history which we originally indicated, and to complete the process during the final year. This concluding step would take the form of giving the pupils that bird's-eye view of the subject which, granted a secure foundation, undoubtedly helps to adjust the perspective to its true proportions.

It may be well here to advance some suggestions as to how the elements of a comprehensive scheme of musical history should be approached. The first problem with which we have to deal is at what point the story of musical history should be taken up. There are those whose contention it is that it must be superfluous for pupils at public schools to concentrate to any considerable degree upon the achievements of those composers prior to J. S. Bach. This view is understandable in so far as a concise study of the sixteenth century belongs, from one angle, more properly to the specialist than to the beginner. But since the position which Bach holds in music depends partly for its importance upon the fact that, in his inestimable contribution, he summed up also the most notable endeavours of his predecessors, it is almost essential that pupils should know something, at least, of his forerunners.

They should then be able clearly to appreciate why it was that contrapuntal developments were apotheosized in the work of Bach, and why that medium of expression rather than any other became his natural and inevitable choice. To this end some time should be spent upon a study of the music of Monteverdi, Palestrina, and Victoria, together with the work of Orlandi di Lasso. With that knowledge firmly secured, the pupil should find it less difficult to understand the reasons underlying the development and subsequent decline of musical texture.

Both from observation and experience, it would seem that the task of comprehending the true nature of a historical outline is greatly facilitated for the pupil by the following throughout of some definite thread. This may take the form of either harmonic or contrapuntal interest, or an examination of textural questions as a whole. By this means the pupil experiences less difficulty in realizing the relation of composers one to another. He will see that the most prominent figures of musical history were not concerned entirely with an independent resolution of their particular problems. In almost every case they utilized the experience to which they were heirs and which was the outcome of the experiments of those who had preceded them. It is possible that Berlioz forms an exception in so far that he was under no very considerable obligation, musically, except to himself. Bach, however, no less than others, accepted for his self-expression the medium which he found in vogue. The vital difference was, of course, that he brought to it a genius and technical equipment comparable in magnitude with nothing either before or since his time.

It is from this point of view, therefore, that the music of Bach should be approached in regard to the pupil. Illustrations of the method which had counterpoint for its prime essential can readily be found among the "Forty-eight Preludes and Fugues," and it is desirable that the larger works, such as the "Mass in B Minor," should be examined in such detail as circumstances permit. Stress should also be laid upon the fact that Bach was very much more than an accomplished technician. The tendency is for pupils at public schools to regard Bach as a formalist unendowed with any remarkable inspiration. The difficulty is by no means novel, and it may be too much to hope that it can be entirely eradicated. But a lecturer, capable of imparting some degree of the enthusiasm which he must surely experience in regard to this greatest of all composers, has every chance of convincing his audience that in the work of Bach exists, to an unparalleled extent, an inspiration of the first order.

It is advisable from the first to insist upon a rigid discrimination in regard to any music which the director may elect for his class to examine. No good purpose is served by treating all classical music as being above reproach and of equal value. This point is continually overlooked, and on that account it is not necessary, one imagines, to apologize for stressing so obvious a principle. Both Bach and Handel wrote a quantity of dull music, and there are utterances of Beethoven which in no way add to his reputation. It is perfectly true that these are far outweighed by the best achievements of the above-mentioned composers, but the fact has none the less to be taken into consideration. There cannot otherwise be any lasting hope that the pupils will become possessed of that aesthetic discernment and sense of critical values so eminently desirable in every listener.

Following the line of textural interest, the position of Handel becomes less hard to determine. His method, broadly considered, was harmonic rather than contrapuntal. In this respect we note a decline from the principles of Bach. It should be pointed out that the harmonic process has an interest peculiarly its own. But whereas Bach would normally provide three or four independent strands of melody, it was more ordinarily the custom of Handel to concentrate upon a single melody fortified by an enriched harmonic scheme. Examples are not hard to find either among the choral or instrumental works, and the director will have little difficulty in providing illustrations to endorse his argument. With Haydn and Mozart the decline of contrapuntal interest became more marked. Counterpoint as a general medium was not entirely out of fashion, but it was becoming superseded by other interests. Mozart's "Jupiter" Symphony is a brilliant exception to the rule, and shows that the composer was perfectly capable of employing counterpoint to great advantage when it served his purpose. The way of Bach, however, was not the way of Haydn, as his symphonies and some of his string quartets amply testify. Melody was constructed more and more with a view to an obvious and immediate attraction. It was this heritage which Beethoven was asked to accept. The undistinguished character of his early piano sonatas is thus partly accounted for. Nevertheless, it soon became clear that a composer of his stature would not be content for long to reproduce the utterances which he found to be in vogue. Thus it was that he brought about a musical revolution in his search for a novel means of expression. The purpose of Beethoven was achieved through an emphasis on dynamic values which has had a lasting effect upon the whole course of music.

It is upon the percussive values of Beethoven's music that the director would do well principally to insist. The nine symphonies, all of which have now been recorded for the gramophone, provide abundant material for illustrations, and it is reasonably certain that some, if not all, of these works will have been added to the school musical library. A further choice is yielded by the piano works and the string quartets. In the latter connexion it is well to point out that Beethoven, while eschewing a strictly contrapuntal method in most of his work, employed it with remarkable effect in his six last string quartets.

After Beethoven, the Romantic Movement requires to be dealt with. This movement does not, as a whole, present any particularly vexing problems. The cardinal point is that Weber gave expression in music, to those

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ideals directed towards national freedom which, at the end of the eighteenth century, infused both France and Germany. Of these endeavours, Weber's "Der Freischütz" is a striking example. Schumann and Schubert, the former in literature and the latter in song, both carried the realization of these ideals to a point even further than that which Weber strived to attain. Liberty in thought and in art was the bond of their procedure. Berlioz remained independent of his contemporaries in this respect, but his fame as a master of orchestration, and as a composer who furthered with success what is known as "programme music," is on the whole deserved. The concern of both Mendelssohn and Chopin was largely with romance for its own sake, and the music of Brahms was undoubtedly a logical outcome of the finest developments of the Romantic Movement which continued through Franck and Grieg, culminating, in the present century, in Frederick Delius.

In the music of Wagner was found in perfect fusion those contrapuntal and harmonic ideals towards which Bach and Beethoven severally had striven. The director should emphasize this point of extreme textural importance. Illustrations, once again, can be made both plentiful and varied through the medium of the many admirable orchestral records which the Gramophone Company has now provided. It is advisable to make clear that in the early operas Wagner was under recognizable obligations to Weber and Spohr, but that the influence receded and finally disappeared from the mature achievements. After indicating the attempts of Strauss to further the Wagnerian tradition, the lecturer would be well advised to direct attention to the group of "Russian Nationalists" who first gave consistent expression to the music of their country. In regard to England, some demonstration should be given of the renaissance work of Parry, in the field of choral writing, by which he helped substantially to rescue English music from the stagnant condition to which it had sunk during the latter half of the nineteenth century. Finally, stress should be laid upon the vigorous "national" character of Elgar's music and the healthy nature of his finest work. A survey of contemporary music may be conducted at the discretion of the director. If such is the case it is important that he should give some account of the far-reaching influence of folk-song not only upon the music of this country but throughout Europe as well.

The Future of National Organization

By GUY KENDALL, M.A., Headmaster, University College School, Hampstead

MANY people are becoming uneasy as to the efficiency of our present educational organization. Is the dual authority—state and municipality—working harmoniously? Is it in all respects an economical system? Can we justify the great diversity in size and character of the different local authorities?

Lord Balfour advocated the present system of municipal authorities for education in 1902 on the ground that it would stimulate a local interest in education and appeal to local patriotism and enterprise. On the other hand it tended to unify the various authorities that then existed —the education department, the county, the school board, the denominational managers—and to bring the "provided" and "non-provided" schools into one system. Meanwhile the Board of Education took its proper place as a real ministry charged with the supervision of all grades of education. But the local interest in education operates in various ways. On the one hand it often expresses itself in a keen forward policy with a generous provision of all types of education from primary school to university. On the other, it sometimes appears as a purely defensive and rate-saving agency, aiming at cutting down expenses rather than developing its services. This is not wholly unnatural. The farming class has always been hostile to schools. The artisan populace has been no less energetic in getting all the education that it can. The Board of Education aims at certain minimum standards of efficient provision, but its remedies for inefficiency are not very effective nor often operative. It can always refuse to pay grant in the last resort, but it rarely does.

Certain notorious scandals are now arising through the overlapping of authorities, particularly through the existence of the quite unjustifiable "Part III" authorities. These, being responsible for elementary education only, can maintain central schools, and are actually in some instances putting them into competition with the county's secondary school. "Why send your son to a secondary school? He will get just as good an education at a central," is a form of advertisement that has actually been reported.

It is also most ominous that the attentions of all the teachers' associations, working separately or through joint committees, are almost exclusively concentrated on the task of fighting recalcitrant local education authorities, and extorting from them concessions which they are reluctant to make. It seems an enormous waste of time, and diverts to problems of administration the activities of men and women whose time could much better be devoted to working at educational problems in the proper sense. There is much less friction between the associations and the Board of Education. In fact, the Board is often their ally against the recalcitrant authority. It has all been brought to a head with the introduction of the "Burnham Scale," and the attempt to get all authorities to adopt it uniformly.

What is the remedy for all this? Is it more centralization, or a reform of the areas of local administration with a view to eliminating the smaller and less efficient authorities? It is plain that a national salary-scale will never be satisfactory unless it is imposed on all alike by central authority. And the question arises whether the authority that imposes it should not be responsible for the payment. In the opinion of many good judges, it would be better and more equitable for the state to impose the scale and to pay the cost out of the taxes alone.

Others favour the creation of regional authorities with far larger areas of administration in the average. Chief among these was the late Lord Haldane, who held that education in the metropolitan district would never be efficiently administered till an authority for greater London was created. It is, however, very uncertain if, because the educational administration of Lancashire or the West Riding is better than that of 'X' (rural county) the union of 'X' and 'Y' would bring it up to the standard of those urban areas. Moreover, the Englishman is naturally suspicious of centralized bureaucracy. He points to the wooden and inelastic systems of France and Italy in confirmation of his apprehension.

Meanwhile the dual authority of state and municipality, to which is added that of governors and managers, is responsible for much waste of energy. Cases have been known where a three-cornered correspondence has gone on for weeks between the Board, the local education authorities, and the governors of a secondary school, as to a margin of two or three pounds on a master's salary. It is the old story of spending ten pounds in order to save five. This last defect, however, is a necessary corollary of the fifty-fifty system. The Board provides its 50 per cent on approved expenditure only. It has, therefore, to ascertain whether each separate item can be approved.

It would appear that what is needed is more centrali-

(Continued on page 496)

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zation on the one hand, and more delegation of authority on the other. It has of late been generally recognized that it is vital to retain the authority of governors of secondary, and managers of elementary, schools—provided they can be furnished with an adequate personnel. No administration can be worth anything if it has no financial control, and financial authority must be delegated to these ultimate bodies if they are to be effective. The local authority will act as co-ordinating agency to them, as the Board of Education to the local authorities. Many of the lesser local education authorities—the smaller counties, boroughs, and urban districts—must be absorbed into larger areas, and the Part III authority must disappear altogether. In the metropolitan, as also perhaps in some of the largest urban areas in the provinces, there must be a regional authority in control of a district at least as large as that from which the university draws its internal students. This will facilitate the inter-change of students between the various county areas included. On the other hand, the London authority is already too unwieldy for its purpose. So often we hear the complaint from members of the education committee: "We should like to treat the needs of each school on its own merits, but, with so many of them, how can we?" Regional advisory councils might remedy this defect.

On the whole, it is probable that the main tendency will be towards centralization. As has been suggested, where there is a demand for uniformity in provision, as in the case of salaries, the funds should be nationally provided. It is scarcely fair to ask the county of Rutland to pay to a teacher in a rural secondary school, who holds a pass degree from Birmingham, the same salary that Birmingham pays for an Oxford or Cambridge man with second class honours. On the other hand, we want to develop the individuality of each school by making it a real self-governing unit. Here then is the main problem. Those immediately responsible for the management of schools, whether managers or governors, must have reasonable independence and autonomy, whether responsible to a local education authority or to the board. The local authorities, when they have been sifted out and rearranged in suitable units, must, so far as possible, have their outlet for their "local patriotism" if they can exercise it without being an obstruction to the development of education. The Board must have, if the local education authorities are to continue, quite definite powers of coercion over backward authorities. A centralized bureaucracy is in fact no worse than a decentralized, if indeed so bad. How bureaucratic the authorities can be is plain to any one who ever reads the correspondence of any educational journal. Rather than that all this friction and conflict of local education authorities with the Board, the governors, and the teachers, should continue, let us have complete centralization, with nothing between the Board and the governors or managers, except perhaps local advisory councils in county or county borough. The local authorities are, it is true, after nearly thirty years of existence, rather strongly entrenched. But boards of guardians are now being dissolved, or rather reduced to quite a subordinate position, after a whole century of existence. If a little oiling of the bearings, and readjustment of the parts is sufficient, well and good. If not, in course of time the whole educational machine must be reconstructed.

Correspondence

PRESSURE OF ADVANCED COURSES

Your kindness in publishing my remarks as *advocatus diaboli* in the April issue encourages me to say a little more. I have since collected the views of several experienced mistresses, now sharing in the work of the advanced courses in schools like that described by your March correspondent.

Reasons given by them in favour of the courses may be summed up as follows:

1. *Many mistresses enjoy the work.* "Here," says one thoughtful correspondent, "I can meet the children on more or less equal terms, talk more freely, and really do something with a bite in it." Another, of a different opinion, but equally judicial, writes, "I suppose I should be howled down if I suggested that the game is not worth the candle."

2. *The value of a State scholarship*, if gained on a Higher Certificate, is so great as to make the effort well worth while.

3. *The cheering effect* on the school of the gaining of a university scholarship, or any success in higher work, is appreciable.

4. *Matriculation at sixteen*, formerly unusual in girls' schools, has become normal, and is one of the necessary consequences of the inrush of ex-elementary pupils, for a four-year course, at 11 *plus*.

5. *The advanced courses fill the gap* between 16 and 18, because girls are not wanted at colleges (either university or training), or in hospitals, till they are 18.

Reasons given against the advanced courses were:

1. *The hopeless unfitness* of some of the girls.

2. *Aimless staying-on at school* may, especially in a small, or under-staffed school, cause a girl to take an unsuitable course, as no choice can be offered her; or, alternatively, at greater cost to the staff, individuals or very small groups, may monopolize the mistresses' time.

3. *The immaturity of the weaker girls* makes the work overwhelming to them, owing to their inability to discriminate between the important parts of a subject and the rest, while the mistress coaching them is usually a different teacher from the one before, and this increases their difficulties.

4. *The freshness is taken off college work.* An instance is given of one student, who, after five terms at a college, had met no new mathematical work.

5. *College life becomes a social affair* in such cases, and the habit of steady work may be lost.

6. *Many girls at* 16 are quite ready for a wider life, and are irked by school.

7. *Others are still undeveloped*, and may be kept contentedly dependent too long.

8. *Middle and lower forms are neglected*, and often have an undue allowance of "Preparation in school" because the mistresses are required for coaching the small numbers at the top of the school. Even now, ten years after the Armistice, the war permission to have over thirty girls in a form still lasts.

I do not envy the headmistress who has to guide her chariot-wheels between these formidable obstacles, and I rejoice that my responsibilities ended in more primitive days, ten years ago, before they had risen to their present height. To my mind the reason given last above, *the eighth against the courses*, is one I could never ignore. At least, I used to think so. But with golden baits, each worth £400 a year, dangling before my impecunious governors, I do not know what I might have been compelled to do.

A RETIRED HEADMISTRESS.

"OMNIBUS" SCHOOLS

Reference is made from time to time in the educational press to the preference expressed by the Association of Head Mistresses for "omnibus" schools rather than the separate "Grammar" and "Modern" schools contemplated by the Hadow Report. It should not be supposed that the Headmistresses stand alone in respect of this policy. So long ago as January, 1928, the Association of Assistant Mistresses at its annual meeting passed a resolution: "That it is desirable that the two types of curriculum assigned by the Hadow Report to "Grammar" and "Modern" schools respectively should, wherever possible, be provided in one school instead of in separate schools." A copy of this resolution was sent to the Board of Education.

D. M. CLARK,
President, Association of Assistant Mistresses.

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Personal Paragraphs

THE following are included in the list of honours conferred on the occasion of the King's Birthday: KNIGHTS.—Carpenter, Henry Cort Harold, Professor of Metallurgy in the Royal School of Mines, Imperial College of Science and Technology; Sarkar, Jadu Nath, C.I.E., formerly Vice-Chancellor, Calcutta University; Holdsworth, William Searle, K.C., Vinerian Professor in English Law in the University of Oxford; Raman, Chandrasekhara Venkata, Professor of Physics, Calcutta University. C.M.G.—Grier, Selwyn Macgregor, Secretary for Native Affairs, Nigeria, acting as Director of Education, Southern Provinces, Nigeria. G.B.E.—Gwynne-Vaughan, Dame Helen Charlotte Isabella, D.B.E., for public and scientific services. C.B.E.—Tillyard, Frank, Professor of Commercial Law, University of Birmingham. O.B.E.—Baillie Hamilton, Major George Douglas, Second-in-Command, Army Vocational Training Centre, Hounslow; Blaze, Louis Edmund, formerly Principal of the Kingswood (Wesleyan) College, Kandy, Ceylon; Brock, Miss Madeline Dorothy, Headmistress, Mary Datchelor School, Camberwell; Carr, Henry, I.S.O., for services to education; De La Cour, Miss Ethel Maud, M.B.E., Principal, Edinburgh School of Cookery and Domestic Economy; Evans, Samuel James, Headmaster, County (Secondary) School, Llangefni, Anglesey; Monkhouse, Miss Rose Leonora, Staff Inspector of Training Colleges, Board of Education. M.B.E.—Cater, Miss Annie Elizabeth, Headmistress, Bourneville Day Continuation School; Parker, John William, Headmaster, St. Hilda's Church of England School, South Shields; Standley, Mrs. Ida, for educational services in Central Australia. I.S.O.—Grigor, James, Sub-Inspector, Scottish Education Department. KAISAR-I-HIND MEDAL.—Lowe, Miss Irene Helen, Indian Educational Service, Deputy Directress of Public Instruction, Madras; Sanjiva, Rao, Mrs. Padma Bai, Principal, Theosophical Girls' College, Benares.

* * *

THE Rt. Hon. Sir Charles P. Trevelyan, who has succeeded Lord Eustace Percy as President of the Board of Education, is an enthusiast with a wide knowledge of educational administration. He was Parliamentary Secretary to the Board of Education in the Liberal Government from 1908–14, and President of the Board of Education during the short period of the last Labour Government. Sir Charles was born in 1870 and received his education at Harrow and Trinity College, Cambridge, graduating with second class Hist. Tripos. He succeeded to his title in 1928. In carrying out his duties Sir Charles will probably be more favourably situated than Lord Eustace Percy, whose efforts were restricted by the Treasury desire to economize.

* * *

MR. MORGAN JONES returns to the Board of Education as Parliamentary Secretary. He received his early education in a primary school, and was trained for teaching at University College, Reading. In 1913 he became President of the Glamorgan Federation of Teachers. As a conscientious objector during War time he was unable to continue teaching, and for a time worked in a colliery. Later he was elected to the Glamorganshire County Council, and in 1921 he became M.P. for Caerphilly. He acted as Labour Whip, 1923-4, and was Parliamentary Secretary to the Board of Education in the Labour Government, 1924.

* * *

THE Committee in charge of the arrangements for the presentation portrait to Sir George Macdonald, for which a fund was recently subscribed, has invited Mr. Maurice Greiffenhagen to execute the portrait, and he has accepted the invitation. It will be recalled that he was also responsible for the striking portrait of Sir George's predecessor in office, the late Sir John Struthers.

* * *

SIR BENJAMIN GOTT, who retired some months ago after serving for thirty years as Secretary of the Middlesex Education Committee, has been presented with a bronze bust of himself, an inscribed gold watch, and an illuminated address by the teachers of Middlesex. The bust, which is the work of Mr. Harold J. Youngman, is on exhibition at the Royal Academy. It is hoped that, when Sir Benjamin Gott has received the original, a replica presented by the sculptor will be placed in a building connected with Sir Benjamin's work.

* * *

MR. V. S. E. DAVIS has been appointed to succeed the late Mr. R. Ashworth as Headmaster of the Latymer School, Edmonton—a secondary school with about 950 pupils. Mr. Davis is a scholar of St. John's College, Cambridge, and graduated with First Class Honours in the Modern Language Tripos. He was also Hughes Prizeman. After service as an assistant master at Dauntsey's School, Wiltshire, he was appointed senior modern language master at Birkenhead School in 1925.

ONLOOKER.

Prize Competitions

The winner of the May Competition is "Copt," *proxime accessit* "Dane."

In justice we can only place together the other seventeen versions received, so slight is the variation in their excellence. The classification therefore is:

Class I.—Copt, Dane.

Class II.—Borderer, A. K. N., Chardonne, Crosby, J. E. M., Elfrida, Pices, Als Ob, Trivia, Bramble, Tula, H. S. W., Lacy, Katty Ann, Blackheath, L.G., Ardconaig.

"Bésique" was so unfortunate as to send us the wrong bit of paper, one containing his remarks on the previous French competition instead of the translation of "O Parole."

Poem by Vittoria Aganoor from the "Leggenda Eterna," published by the successors to Le Mounier, Florence, in POESIE COMPLETE DE VITTORIA AGANOOR.

O PAROLE

O parole, che a frotte
correte il mondo, eterne
forme, nate con l'uomo ne la notte
de la sua patria torbida e lontana;
lamento e prece, cantico e ruggito
di questa prigionera anima umana;
o sfingi che formiste
le terribile vampe,
e le pegole e i ghiacci de le triste
cerchie infernali a Dante, e il gran sorriso
di luce, onde la sua *candida rosa*
irraggia l'infinito *Paradiso;*
stelle non siete, o fiori;
ma de i fior, de le stelle,
tutti gli incensi e tutti i splendori
noi vi sentiamo effondere e cantare
como usignuoli, e no lo sdegno irrompere
ed emular le collere del mare.
Salve, salve o sirene;
o chimere, possenti
maghe! da voi, solo da voi ci viene
la dolcezza o l'amaro, il buio o il sole;
voi la forza del mondo e la belleza,
voi la fiamma, voi l'anima, o parole.

(*Continued on page* 502)

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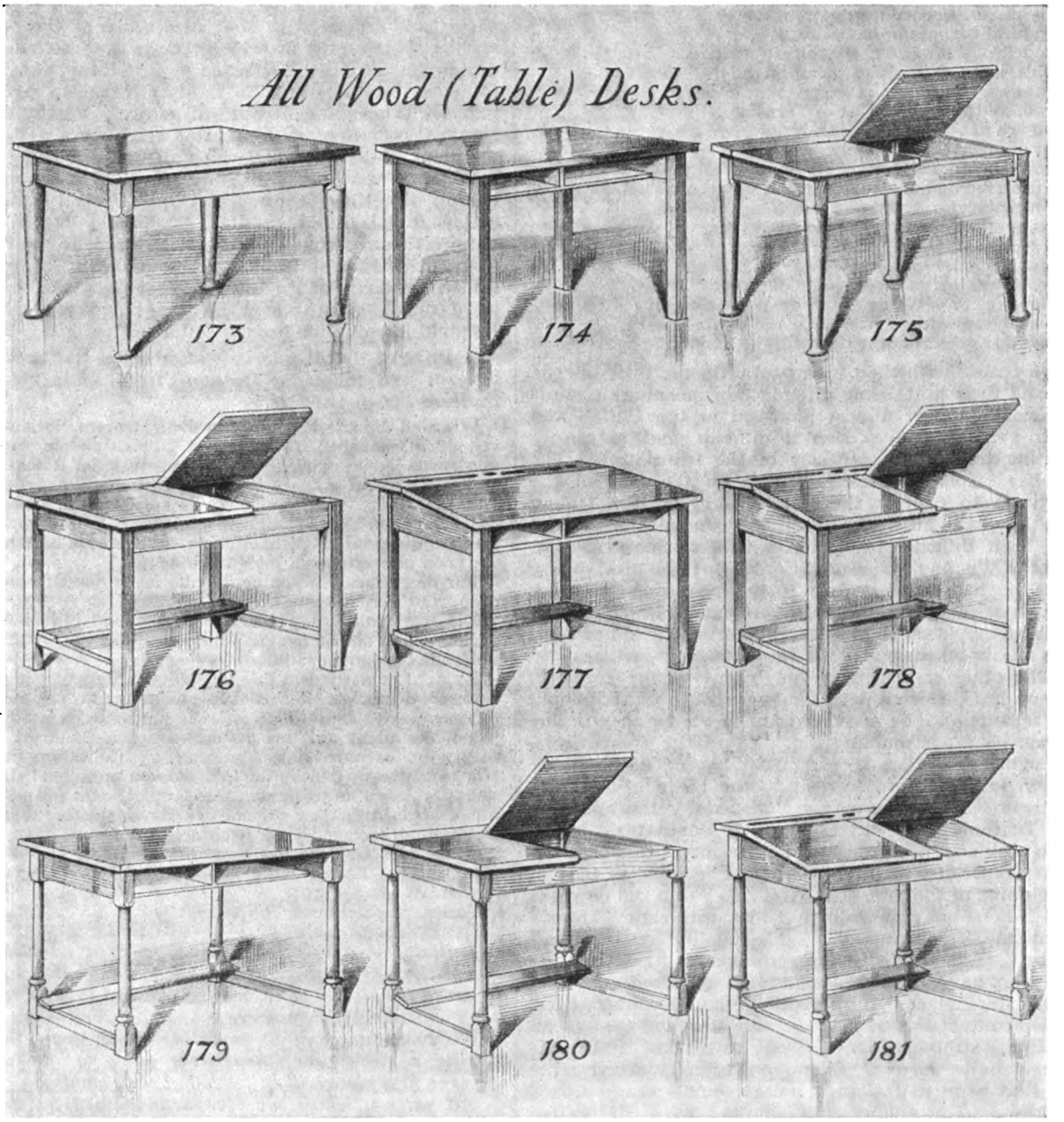

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TRANSLATED BY "COPT"

Words, that wing in flocks your flight
About the world, eternal
Signs, with man coeval, born in the turbid night
Of his home afar veiled in obscurity;
Plaints and prayers, dirges, and wailings loud of pain,
Voices of man's soul in its captivity.
O sphinxes, whence Dante drew
The lurid tongues of flame,
The lakes of pitch, the icy torments studded through
Hell's dread circles, and then of light the grand uprise
In smiles, whose rose rays gleaming in fair effulgence
Irradiate the infinite vast of Paradise;
You are not stars, you are not flowers,
But of flowers and of stars
The splendours all we feel in you, and all the powers
Of incense you exhale; anon you sing the melodies
Of nightingales, and when wrath bids we hear
You emulate the fury of the vexéd seas.
All hail, you sirens! all hail!
Chimeras hail! powerful
Sorceresses! You avail, you alone avail
To give us or sweet or bitter, or dark or bright;
You are the world's vital force and all its beauty,
O words! you are of it the soul, the flame, the light.

These verses, with their high poetic theme, their uneven metre and their tantalizing difference of meaning in words which would appear almost identical in the Italian and English versions, have been a difficult and extremely interesting test of the capacity of the translators. The result has displayed great keenness on the part of the competitors to express the full meaning of the Italian lines; they have all worked hard and conscientiously, and it has been difficult to decide which version was pre-eminent. We have chosen "Copt" for the first place, because he has come nearest to the form of the original, and has best caught the sustained crescendo, which reaches its highest emphasis in the last line. He shares, however, certain misapprehensions of the Italian meaning with nearly all of the other competitors, and his use of the word *vast* as a noun has thrown a dark shadow upon his production.

The meaning to be conveyed in the word *patria* in line four, has been a stumbling block to all the competitors. The English language is poorer for having no adequate synonym for this word so dear to the Latin heart. Our aspirations seem to have been satisfied by the adoption of the Teutonic *home*, better suited to our natural traits. We are cosy and not grandiloquent. But in this case the meaning expressed in *patria, torbida e lontana*, is that of the beginning of the *race*, as in Kipling's "dim red dawn of *man*." No one has expressed that idea, although "Dane," "Chardonne," "Bramble," "Als Ob," "A. K. N.," "Crosby," and "Lacy" have come nearer to it than the others who have confined themselves to the thought of "home," "birthplace," "fatherland," "mother country," &c.

In this context the word *sphinxes* is startling used as an invocation, although the *literal* translation from the Italian is quite correct. The impression caused by the use of that word in Italian is not the same as when used in English. The sphinx was adopted as a decorative motif by the artists of the First Empire in compliment to the Emperor's Egyptian campaign and as such, we, who with the peculiarly English affection for our enemies were so seduced by the Napoleonic legend, adopted it. The Italians ground under the heel of Napoleon were more occupied in getting rid of him than in acquiring his art and symbolism. Later, our own imperial course confirmed our thought of the sphinx as a concrete idea. Therefore in this translation the use of the expression *sphinxes* is infelicitous. *We* see a bleak stone image rising, preferably at sunrise, from a waste of tumbled sand. The Italian sees a vague dream-figure symbolic of all subtlety and knowledge.

Chimera on the contrary has retained its quality of mystery in both languages, and *Siren* has acquired such everyday usefulness that it is of no more value than the word doorpost, and can be readily thrown into any phrase and at any moment. I regret that the references made by the competitors to the *Candida rosa* of Dante should be of a vagueness which suggests that a few minutes' study of Cantos 30 and 31 of the *Paradiso* would much enlighten them as to the meaning of the mystic flower. It represented a species of huge white amphitheatre, the centre of which was filled with flaming light, and upon the tiers of which sat in impressive holiness the blessed company of the Elect, ranged with that nice sense of the social and spiritual hierarchy in which Dante was so adept, and descending from the Blessed Virgin Mary at the top, attended by more than a thousand angels, to the comparatively insignificant but still entirely worthy figures of Dante's contemporary Florentine neighbours. This formed the great white rose from which all Paradise drew its light.

We note that "Als Ob" writes, "Might I suggest our having sometimes a piece of 'Old' French or German," and that "J. E. M." writes, "I should like to add my vote to those of your other contributors who desire a more frequent setting of Italian pieces, and why could we not sometimes have an English piece set (not verse but prose) to be translated into one of the other languages? Especially I should like one for French or Latin."

A Prize of Two Guineas is offered for the best translation of the following passage from an article in the *Berliner Lokal-Anzeiger*.

Wir sind Arbeitssklaven geworden. Unsere Not als Volk hat uns dazu gemacht; für niemand gibt es da ein Ausweichen. von zwölf Monaten lässt der Schraubstock der Pflichten uns im besten Falle auf einen Monat los, gibt uns die Arbeit an uns selbst zurück. Was kann man da besseres tun, als restlos aufzugehen in den Möglichkeiten dieser Tage? Was ist verzeihlicher, als dass wir diese Möglichkeiten für unbegrenzt halten—solange wir noch einigermassen instand sind?

Für den Menschen von heute, allermeist den Grossstadtmenschen, sind Ferien keine Freizeit mehr.

Die Rationalisierung des Lebens schliesst mit unerbittlicher Strenge auch die Ferien ein—für jeden, der die Verantwortung sich selbst gegenüber fühlt.

Es steht ausser jedem Zweifel, dass das Berufsleben von heute—unser deutsches Berufsleben—nicht mehr mit den Zinsen unserer Kräfte auszufüllen ist. Es nagt am Kapital. Und für jeden, der nicht auf den gesundheitlichen Bankrott zusteuern will, gibt es nur eine Forderung: Kapitalsergänzung der Körperkräfte in den Ferien! Reserven auffüllen! Die Praxis sieht für jeden anders aus. Der Kopfarbeiter soll sich massige körperliche Aufgaben stellen, der Handarbeiter ausgleichende Betätigung suchen. Und jeder sollte den Arzt fragen, ob für ihn See oder Gebirge das bessere sei, Bäder, Trinkkuren oder Gymnastik. Experimente kann sich heute niemand mehr leisten. . . .

Ferien verpflichten!

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries, which must be accompanied by the coupon printed on page 536, *must reach the office by the first post, on July* 15, 1929, *addressed* "PRIZE EDITOR," The Journal of Education and School World, 3 *Ludgate Broadway, London, E.C.* 4.

A MOTTO ON AN OLD CLOCK

"See, here I toil with all my might
To tell the hours by day and night.
Do thou example take from me
To serve thy God as I serve thee."

A Latin variance may be proposed—

Clepsydra loquitur:

Horas per noctesque notare diesque laboro,
Labentes et eas enumerare tibi.
Officio laeta hoc fungor. Quin te quoque legum
Sic memorem praebes quas probat iste deus?

BASIL ANDERTON.

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Prize Essay Competition

ENGLISH COMPOSITION

Probably owing to pressure of work in schools at this season and the incidence of certificate and other examinations, the entrants for the June competition were fewer than at other times. But some candidates in former competitions again came forward, and some new schools were represented. The average attained over all was 52 per cent, considerably lower than one would have looked for. The composition was usually good, and in the best essays the language was accurate and incisive. In only a few was spelling weak, but the writing was occasionally hard to read. A notable feature of the essays that were given the highest marks was a fairly successful attempt at the logical division and treatment of the theme.

Literary subjects were the most successfully dealt with, *e.g.* Shakespeare's women, his villains, and his humour. In these one noted that the writers instead of giving, as is too common, a mere catalogue of the various persons and their characteristics, put side by side, compared, and contrasted men and women with similar affinities. The range of the candidates' knowledge of the plays was wide, being by no means confined to those most commonly studied in schools. Nor was the criticism derived entirely from the commentators; personal observation and no little insight were often to be read between the lines. Genuine and discriminating appreciation was shown in the essay on Hardy's character as revealed in his poetry, and in the discussion of Wordsworth's "Ode" and Keats's "Nightingale." The appreciation of Keats was very good, but some of the deeper things in Wordsworth were passed over. The average of this class of essays was 71 per cent.

Essays mainly descriptive were as a class next in order of merit, the average being 62·7 per cent. The first place here, and indeed in the whole competition, was gained by the essay on Turner. The writer compared Turner with other great painters and laid a discriminating finger on the respects in which he excelled. Moreover, he was able to bring in with good effect comparisons between painting and the sister arts, particularly literature. This showed not merely wide knowledge, but unusual insight. His style was pointed and sometimes even eloquent, but devoid of fine writing. The character of old Pierre of Boulogne, the main portrait of another essay, was skilfully and vividly delineated. In "Gardens," logical development and apt illustration were striking and pleasing features.

In the miscellaneous class of subjects there were three or four very good essays, though the average of the class was only 55 per cent. That on "Nicknames" was happily introduced and treated throughout with interest, and there was a pleasing variety and scope of illustration. Delightfully naïve touches enlivened "Things we remember," and reminded one a little of Charlotte Brontë. "The art of the potter" was somewhat disappointing, for while considerable knowledge of the history of the art was shown, and while importance was attached to continental and Oriental influences, modern scientific research and the spirit of art that has been introduced into modern pottery were overlooked, or at least omitted. "Changing modes of inland transit" outlined with much freshness of treatment the means of getting about from Roman times onwards, but stopped short of many of the latest improvements. "A glimpse into the future" was original in setting, but somewhat limited in scope; "George Burton," a sixteenth century lord of a manor in Kent, dreamed of the future of his district, instead of like Rip awaking after an age-long sleep to find how things had changed; but the guide of his dream might have shown him more than he did. In another essay, the modern girl and her ways was stoutly proclaimed the superior of her Victorian counterpart. Perhaps, however, more justice was done to the former than to the latter type. "The woods in spring" and "Life in the open," both mainly descriptive, did not altogether escape conventional treatment. "Anger" and "Fate," risky themes for any but deft writers, while showing a certain degree of logical sequence scarcely rose to the heights of their great arguments; and in one there was some unpardonable misspelling. The essays were grouped as follows:

Class I.—First Prize, Charles Henry Blake, Bristol; Second Prize, Evelyn G. H. Shepherd, London; Third Prize, Diana K. Wyllie, London; Molly Bygott, Hull; Margaret M. Geoghegan, Birmingham; Babette E. Stern, London.

Class II.—Monica Snee, Hull; Kathleen A. Reed, London; Agnes Tucker, Beckenham; Stella M. Partridge, Warwick; Irene McConville, Hull; Gladys Hickman, Beckenham.

Class III.—Joan Harmer, Beckenham; Mary Green, Sale (Cheshire); Winifred V. Johnstone, Sale (Cheshire); Margaret Wheals, Herne Bay; Sybil Kirkpatrick, Herne Bay; Elvo D. L. Bach, Herne Bay.

Essays for the next competition should be sent in early in October.

On the outside cover of the essays should be written:

1. The candidate's full name in block letters;
2. The candidate's age;
3. The name and the address of the candidate's school;
4. A declaration signed by the head of the school that the essay is the *bona fide* unaided work of the candidate.

On the left-hand corner of the envelope containing the essay (or essays) should be written "Essay," and it should be posted to:

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HEALTH LECTURES IN PRISONS.—The People's League of Health is inaugurating a fresh series of health lectures in H.M. prisons and Borstal institutions in London and many parts of the country. Amongst those already arranged is a series entitled: "The Laws of Health as Applied to the Person." This is being given in Bedford Prison by Mr. Eric Holmes, Mrs. S. V. T. T. Adams, and Dr. Leslie Harris. Sir John Collie, C.M.G., goes to Wormwood Scrubs, and will take as his subject: "The Human Body and its Functions," and a series is also going on at Pentonville, which is being contributed to by Dr. Tom Jays, Mr. George Thomson, and Dr. G. Orissa Taylor.

* * *

The Board of Education has published LIST 62, SECONDARY SCHOOLS IN THE GRANT LIST (price 9d., H.M.S.O.), containing statistics of pupils leaving during the four school years ending 1928 for the area of each local education authority. The statistics show the total number of pupils leaving, and the number who left after reaching the age of 14—(1) possessing the school certificate, and (2) known to have proceeded direct to a university or university training department.

* * *

In the summer issue of *Faraday House Journal*, Dr. Russell's articles on the transformer, which have attracted considerable attention, are continued.

* * *

We have received a beautifully produced booklet, "The Book of Clayesmore School," giving full details of the courses and amenities offered at the school.

* * *

The Exhibition of Antiquities of Philistine and Hyksos periods, from the recently discovered city of Beth-pelet in South Palestine, will be open to the public at University College, Gower Street, London, W.C. 1, on July 8.

* * *

THE PEOPLE'S LEAGUE OF HEALTH NINTH TRAVELLING SCHOLARSHIP awarded in connexion with the Sims Woodhead Series of Lectures, has just been gained by Miss Janet Louise Russell, a teacher, who will shortly visit the Continent. Honours were obtained by Miss Gertrude Standish, also a teacher, and by Mr. Alphonse Robert Gabriel, a chartered masseur.

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Latin and Greek in School

Statistics may look deceptive, and even an official report may give the wrong significance to this or that aspect of a case. So in directing the attention of our readers to a recently published report* we wish to comment upon no details, but to confine our remarks to the main principles which emerge very clearly from the inquiry.

At first blush all seems to be well. Mr. D. A. Macnaughton, the Board's chief inspector for classics, concludes his report with the following words: "On the whole the outlook is distinctly encouraging; but while the quality and standard of Latin work in the average secondary school remain at their present level, there is no room for complacency. Improvement can only come with a more generous provision of time for the teaching of Latin, and above all with an increased supply of well-qualified teachers." But that last clause implies, as the details of the report show only too clearly, that all is very far from being well. And, of course, "the quality and standard of Latin work" depend directly upon the kind of staff responsible for the teaching. Here lies the crux of the whole question of the future of the classics. This report is very frank about it: "The future of classical studies in the schools turns primarily on the ability and scholarship of the staff. At present the supply of well-qualified teachers has failed to keep pace with the enlargement of the field of secondary education and is plainly inadequate" (page 14); 57 per cent, we are told, of those engaged in teaching Latin and Greek "have no higher special qualification than the ordinary arts degree.' *Quis custodiet ipsos custodes?* We will do our best by declaring here and

* Board of Education Pamphlet No. 71. Memorandum on the present position of Latin and Greek in grant-aided secondary schools in England. H.M. Stationery Office. Price 9d. net.

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now that such a state of affairs is little short of a national disgrace. Surely our children deserve the best that we can give them! How long then are we going to allow more than half of them to be trained by second-rate men and women? They manage things better in Scotland. Says this very report, "The regulations of the Scottish Education Department require an honours degree in classics as a qualification of the principal teachers of Latin in secondary schools." All honour to Scotland! Why cannot England do likewise? Why need our report have to continue with such a sad admission as follows? "It will be obvious from what has been said of the dearth of fully-qualified teachers that the general attainment of a similar standard must be a gradual process in the English schools."

Now we maintain that the most disquieting remark in the whole of this report—"while there is a considerable and increasing number of schools in which the Latin work is good, in the majority the quality of the work is either mediocre or weak" (page 30)—is the direct result of the facts that necessitate the above admission about the backwardness of England as compared with Scotland in its educational policy. Let us not deceive ourselves. If the question of the teaching of Latin and Greek in schools is to be answered in the affirmative, these facts must be changed; and changed they can be. What Scotland can do we can do. Otherwise we are dishonest with ourselves and unfair to our children who are entitled to a great inheritance. If to be brought up on the classics will have a broadening and ennobling effect on the young, it stands to reason that the effect will best be obtained if their education is directed by those who have themselves had such an education. But the man whose only qualification is a pass degree in arts is a man who knows nothing of the classics. To leave the teaching of classical subjects in such hands is really an act of idiocy, to which no parallel could be found in the commercial life of the country.

If we are really a nation of shopkeepers, let us apply a little of our business acumen to our educational policy. When we do this we shall demand an honours degree in classics as a necessary qualification of those who are to be entrusted with classical teaching in our schools. This done, it is not an exaggeration to say that all the difficulties mentioned in this report will be well on the way to being solved. We shall be getting value for our money, and our children will no longer be being given stones instead of bread.

Occasional Notes

The New President.

ALTHOUGH, as we have more than once observed, we write with strict impartiality on political matters, we may, while recognizing very fully the services which Lord Eustace Percy has rendered to education, offer a hearty welcome to Sir Charles Trevelyan on his return to the office of President of the Board. When he last occupied that position he announced his intention of reversing the engines. It is probable, however, that the work of his predecessor has on this occasion made a certain continuity possible, and the differences which are likely to manifest themselves will probably be concerned less with ideals than with practical means of carrying them out—in other words, the Labour Government may feel able to spend rather more money. We have little doubt but that the school-leaving age will be raised to fifteen at the earliest possible moment, with maintenance allowances to parents, and that an attempt will be made to deal drastically with the worst cases of inadequate school buildings. All the friends of the Hadow recommendations will watch anxiously for an indication of the attitude of the Government on the subject of post-primary education. We trust that a real start will be made in bringing the education of all children over the age of eleven under conditions not less favourable than those now obtaining in secondary schools, and that we shall hear no more of the disastrous policy of closing secondary schools and setting up central schools (under elementary regulations) in their place. To do all these things and at the same time check the supply of unqualified teachers would be to inaugurate a fine programme of reform.

Education in Parliament.

IN bringing forward this programme, their task should be the easier because of the strong representation in the new Parliament of those more or less directly connected with education. A good many of the old members are back again, including Mr. Morgan Jones, Mr. P. A. Harris, Mr. A. A. Somerville, Miss Susan Lawrence, Mr. W. C. Cove, Mr. J. J. Withers, Mr. A. Shepherd, Dr. Graham Little and others. Among the new members who have had either teaching or administrative experience, or both, we find the names of Major Church (Central Wandsworth), Mr. James Marley (North St. Pancras), Mr. J. J. McShane (Walsall), Mr. Ralph Morley (Southampton), Mr. H. T. Muggeridge (Romford), Mr. W. S. Sanders (North Battersea), Mr. F. R. West (North Kensington), Sir Tudor Walters (Penryn and Falmouth), Mr. Chuter Ede (South Shields), Mr. H. C. White (East Birkenhead), and Professor Noel Baker (Coventry). It is interesting to observe that most of these names represent Labour gains, though it would be rash on this account to assume that the majority of teachers belong to that Party. While the social and educational aims of Labour do undoubtedly attract many teachers, we should say that on the whole the majority are still to be found among the adherents of the older Parties. This may be one reason why educational questions are to a great extent free from party politics. No educationist will regret this if he can look for steady progress whatever party may be in office.

The University Elections:

THE university elections produced some interesting results. Oxford, true to its traditional character, has again returned two Conservatives in Sir Charles Oman and Lord Hugh Cecil; but Prof. Gilbert Murray, the Liberal candidate, made a good showing. Cambridge likewise returns two Conservatives, Mr. G. H. A. Wilson taking the place of the late Sir Geoffrey Butler. At London, Dr. Graham Little's re-election was assured, but the Liberal candidate, Mr. W. T. Layton, improved the previous poll, owing presumably to the absence of a Labour candidate. Sir John Gilbert's small poll caused some surprise, as he came forward as the official Conservative candidate, and has a noteworthy record of public work. For the Combined English Universities, Sir Martin Conway (Conservative) was re-elected, and Miss Rathbone was

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elected as an Independent. The votes of Sir Amherst Selby-Bigge, the second Conservative candidate, were distributed between the other candidates under the proportional representation system of voting.

ALL the university elections at which two or more members are returned are conducted under proportional representation and provide an interesting testing of this system of voting. Some of the results are curious. Prof. Gilbert Murray, at Oxford, was reduced from a good second to third place by the transfer of second preferences; and Miss Rathbone was displaced from the first to the second place under the same process. In the election for the Combined English Universities, at which Miss Rathbone was returned, the combined Liberal and Independent votes exceeded those of the two Conservative candidates by 1,121 votes. Electoral reform is demanded in consequence of the results in the three-cornered contests. The question is difficult, for the pre-War objections to proportional representation and to the transferable vote have not lost their force, nor has experience of proportional representation during the intervening years enhanced its prestige.

Proportional Representation.

IN view of Mr. Snowden's somewhat violent denunciation of university representation, its future must be regarded as uncertain and the qualifications of the new members will be critically scanned. We should have welcomed a stronger representation of science, but the promotion of education should find champions among the university members, and the new members should survive Lord Balfour's test that university representation should send to the House members possessing gifts alien from those of the ordinary representative. If class representation is ever justifiable—and the Labour Party does not protest against the virtual representation of the coal-miners and of other industrial interests—surely the special representation of science and learning is desirable in a democratic assembly. Threatened men live long; but if, under present political conditions, university representation runs no risk of abolition, the university members will be well advised to commend themselves by their policy and action to the community at large.

Future University Representation.

THIS election marks the full emancipation of women, and must have reactions on woman's work and therefore on the education and training of women. Prof. Winifred Cullis, in a recent interview, said with truth that as soon as women are given real responsibility they develop to an amazing extent. She believes that in twenty years' time there will be equal pay for equal work for either sex, and that women will seek congenial employment for its own sake apart from economic necessity. The chief difficulty in the path of the advance of women has been, she suggests, a subtle kind of passive resistance on the part of their men colleagues. This may be true in the scientific world, but in other walks of life men have shown a wonderful patience in face of inevitable displacement and loss of work.

Woman's Work.

INTERESTING comparisons between London and Scotland are made in the "Statistical Abstract for London, 1918–1927," recently issued by the London County Council. One of the most striking differences is revealed in the figures connected with education. In 1927 there were in London 651,443 children on the rolls of public elementary schools, while in Scotland in the same year the number was 664,958. But in London there were only 30,679 pupils in attendance at aided and maintained secondary schools, as compared with 151,277 in secondary schools in Scotland. Why should the number of pupils in secondary schools in Scotland be nearly five times the number in London? The population of the administrative County of London is given as 4,484,523, and that of Scotland as 4,882,497. Thus this great difference in the number of children undergoing secondary education exists in two communities of approximately equal populations. The man in the street might have thought that the difference, if any, would be the other way, and that where the population was highly concentrated it would be easier to provide more secondary schools. We are aware, of course, that apologists may point out that the central schools in London are providing a kind of secondary education, but we have always refused to accept the view that central schools are an adequate substitute for secondary schools, and we shall continue to do so until the central schools, and all schools providing for the education of children over eleven, are brought into line with the secondary schools as regards size of classes and conditions in general.

London *versus* Scotland.

IT is interesting to observe that the Association of Education Committees has been inviting local authorities to join in a system of promoting exchanges between one authority and another, on similar lines to those adopted for oversea teachers. It is pointed out that candidates for the teaching profession often attend one or two colleges in the same neighbourhood, and are sometimes under a pledge to return to the area after training. Thus their experience is narrow. Again, it may happen that some schools are entirely staffed by young teachers, and, more commonly, that the majority of the teachers or a staff have been there for fifteen years or more. This happens more especially in the poorer schools, which tend to get and to retain longest the least promising staff, whereas the need of young blood is most urgent. Difficulties in the way are not ignored. Teachers on the south coast might not wish to go north, and those who are used to town life might object to burying themselves in the country. Still, one way of encouraging movement would be to make promotion to headships dependent to some extent on experience in more than one school. As things are, long service in one school is often given excessive weight; in fact, both heads and assistants may remain too long in one school. We are in full agreement with any proposals which will increase mobility of the profession, and the first step is to realize the difficulties, as the Association of Education Committees evidently has done. Probably joint consultations between administrators and teachers would result in fruitful suggestions. Meanwhile, we welcome especially the proposal that service in more difficult schools should be viewed as an asset in seeking a transfer to schools more happily placed.

Exchange of Teachers.

THE Ministry of Labour has issued to local education authorities a useful circular dealing with the arrangements for advising boys and girls of secondary

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school education about the choice of employment and placing them in employment. It is pointed out that the work of advising these boys and girls about the choice of a career is a task of particular importance. Frequently there are no suitable openings for them in the district where they have been brought up. Hence special arrangements have already been made by many authorities, either through *ad hoc* committees on which teachers and local employers are represented, or through bureaux for dealing with this side of the work. It is now suggested that authorities who have not hitherto made any special arrangements would do well to consider the lines on which this service could best be rendered, so as to place the work on a national basis. The important point is that all pupils leaving secondary schools should, if in doubt about their career, be able to consult some one in authority who can give them authoritative advice. Though methods are bound to vary widely, there should be some person or agency in a position to suggest suitable employment locally, if such is available, or to put boys and girls in touch, through the national "clearing" machinery, with vacancies in other parts of the country. Co-operation with masters and mistresses is especially desirable for obvious reasons, and it is important that the fullest possible information about careers should be furnished to local authorities. The range of employment should be as wide as possible, and local employers should receive information about the qualifications of children in the local schools. We hope that a good response will be made to the circular, for some such scheme is certainly needed.

Choice of Employment:

BY arrangement between the Incorporated Association of Head Masters of Public Secondary Schools and the Ministry of Labour, a series of pamphlets is being prepared for which every one will have a warm welcome. Its purpose is to afford useful and authoritative information to parents, teachers, and all who are concerned in advising boys from public secondary schools on the choice of a suitable career. With increasing specialization, such information becomes more and more necessary, and it will be a great convenience to have the facts in an easily accessible and reliable form. The first two pamphlets deal with chemistry and physics, and pharmacy, respectively. Each gives a brief survey of the preliminary training required, with some idea of the cost, together with a statement of the principal kinds of posts available and the general prospects. It is quite clear that considerable care has been taken to verify the information provided, and if the first pamphlets are a fair sample of the series as a whole, Whitehall will have earned the gratitude of all who are in the difficult position of advising boys "what to do in life." They are published at the modest prices of 2d. (No. 1) and 1d. (No. 2), and may be purchased from H.M. Stationery Office (Adastral House, Kingsway, W.C. 2.) or through any bookseller.

Helpful Guidance.

AT the close of the War a movement took place among certain old boys of Wellington School for the erection of a school chapel, with the result that the contract for the shell of the building was signed in the autumn of 1927. But now comes the specially interesting part of the story, at any rate from the strictly educational point of view. The extensive oak work for the interior is not only not included in the contract, but also is not covered by any subscriptions. No special appeal is to be made, although, of course, further financial help will be welcome. The oak work, which is to be a simple example of work done as the old masters and craftsmen used to do it centuries ago, is being done in the school itself. The oak comes to the school workshops in rough planks, and is first prepared in the carpenter's shop. The prepared panels then go to the art department of the school, where the architect's designs are reproduced to scale and traced on the prepared oak surface. Each panel or post then finds its way to "the Head's sinking machine," by means of which it is prepared for the carver. It is then handed over to a member of the staff who is both a carver and an artist. A truly extraordinary enterprise, which will, one sincerely hopes, result in a noble chapel, partly brought into being by a fine educational experience.

A Labour of Love at Wellington School.

IT is almost incredible to find a belief in witchcraft, or something like it, still existing in this country. Yet only the other day a Somerset farmer was charged with using threats against a man who had, so he believed, bewitched him. It is rather humiliating to find that old and dark superstitions can survive so many years of compulsory free education. And yet is it so surprising when we consider how superstitious many people are? They will throw salt over their left shoulder, or refuse to walk under a ladder, or worry themselves over broken mirrors, while even students, who ought to know better, are found taking charms into examination rooms. Probably the best way to eliminate these things would be for a generation to grow up knowing nothing about them. If grown-up people were sensible enough not to pass them on, they would soon die out. This is not so unimportant a matter as many people suppose. It is one of the objects of education to train people to behave in a rational manner, and if they allow themselves to be guided by superstition instead of reason in small things they may do the same in the greater questions of religion and politics. To get people to think for themselves and form an independent judgment is better than to vote for Baldwin because his name contains seven letters, or for Macdonald because the middle letter of his name forms a perfect circle.

Witchcraft.

RECENT criticism of the Officers Training Corps in public schools has not produced much useful results. Membership of the Corps is virtually compulsory in many schools, but attendance at camp is not strictly enforced. After all, most things at public schools are compulsory—chapel, games, costume—it is apparently a necessary characteristic of this system of education. Before condemning the military training which the O.T.C. in public schools provides, we should wish to see stronger evidence of its moral or physical defects than has so far been produced. If boys become "fed up" with all things military in consequence, that should be a virtue in the eyes of the anti-militarists rather than an argument against the training. The War Office would be well advised to enforce strictly the regulations in regard to a minimum age at which the training can commence, and might

Officers Training Corps.

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possibly raise the age, but the system as a whole has produced good results.

University Control.

WHETHER under the control of the proletariat or of the dictator, the lot of universities in some continental countries, and even in parts of the United States, where fundamentalism flourishes, is not altogether a happy one. At Moscow, capital of a country which has enjoyed, and still enjoys, high reputation for the advancement of science, 1,000 professors are to be examined as to their efficiency by their students and Soviet organizations. *The Times Educational Supplement* finds a text in these grotesque proceedings for a homily on university control. "What about the future in Great Britain?" the writer of the leading article asks ingenuously. The question seems irrelevant, but it is perhaps well to be reminded that the efforts of James II to control Oxford met with no ultimate success.

The Irish Language:

THE Irish language controversy has become intensified this month, but the determination of the government to proceed on the course which it has chosen is unaltered, in spite of the fact that no mandate has been received from the electors. The Senate has now passed the Legal Practitioners Bill, which makes a knowledge of Irish essential for every candidate for the legal profession who will not have attained the age of fifteen years next autumn; and Mr. Blythe, the finance minister, has announced the Government's intention of increased efforts. The Labour Party is doubtful, and the Independents hostile, but their votes are a negligible factor. Three of the Church of Ireland Bishops have made further protest; the strongest of these came from the Bishop of Killaloe at the annual celebration at St. Columba's College, when the Warden also supplemented his previous opposition. The struggle is by no means over, because in spite of the fact that all the boys in the primary schools, and a large majority in secondary schools, are now learning Irish, they usually forget what they have learned when they leave school. It is a significant fact that the Government has had to spend £9,000 in subsidizing Gaelic newspapers and magazines.

Statistics of Examinations.

AN interesting address has recently been published by Mr. John Hooper, chief statistician to the Irish Free State Government, analysing the marks of all candidates at the Intermediate Certificate Examinations of 1928. His conclusions are of considerable interest, and agree, in the main, with those of other mathematicians who, perhaps, worked on more complete data than a single examination of about two thousand boys and twelve hundred girls. He finds that the two mainstays of school education—classics and mathematics—have a greater correlation value than other subjects. He deprecates the present methods of fixing the same pass mark in different subjects; "the examiners' marks," he says, "undoubtedly place the candidates fairly accurately in order of merit, but beyond this they should not be used for determining failures, pass, or honours." He suggests that the award of scholarships ought to be based on more scientific "weighting" of the candidates, particularly by abolishing a rigid age limit. From his numerous tables it is interesting to note that Protestant schools, as a rule, present their boys for examination rather younger, but with correspondingly worse results, than Roman Catholic schools. Probably their results would be much better were it not for compulsory Irish, as many otherwise clever boys cannot now pass the examination without Irish, which is not yet general in Protestant schools.

Trinity College, Dublin, and the National Anthem.

AN interesting situation has arisen in connexion with the annual college races at Trinity College, Dublin, an invitation to which was refused by the Governor-General of the Irish Free State on account of the expressed intention of the Athletic Union to have "God Save the King" played at the conclusion of the band programme. This action on the part of His Majesty's representative has caused much indignation. It is understood that Mr. McNeill was willing to attend if either no "National Anthem" were played, or if the "Soldiers' Song," which is officially the anthem of the Irish Free State, were played alone without "God Save the King." The "Soldiers' Song" has bitter associations in connexion with 1916 rebellion, and although loyalists in Ireland do not question the Government's right to adopt any national anthem which they prefer, they cannot understand how His Majesty's representative can refuse to hear "God Save the King." The races passed off without disturbance, but several Southern entries were withdrawn from the regatta and the inter-club sports. An official pronouncement would be welcomed to end a situation which threatens many social functions in Ireland with unpleasantness.

Scottish Scholarship:

SCOTLAND can now sleep sound o' nights. An answer has been found to Prof. Whittaker's distressful argument that since no Scotsmen have been made F.R.S's for some years back, Scottish education must be on the down grade. Dr. Comrie in his retiring presidential address to the Educational Institute pits against the F.R.S. elections the appointments made to the Commonwealth Fund Scholarships since their institution five years ago. The basis for the award of these is a broad one and covers the whole field of university interest, and only the most distinguished have any chance of success. In the five years sixty-six scholarships went to students from English universities, twenty-three to students from Scottish universities, and nine to students who had been at Scottish and English (or Irish) universities. On population Scotland could only expect 12 per cent of the awards, but actually got 33 per cent of them. Dr. Comrie went on to point out that there are thrice as many English students as Scottish, and that even on that basis of comparison Scotland scores.

Scottish Universities and Teachers:

ALL this calculating of percentages of honours may seem much ado about nothing. Actually there are some important controversial issues behind it, as between the Scottish teachers and the Scottish universities. The professors, aided and abetted by the chairman of the Carnegie Trust, have been urging in explanation of the very high percentage of failures which have been common in the Scottish universities in recent years, that there has been a decline in the

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quality of the Scottish students. The Whittaker figures seemed to bear out the professorial view. In the same address in which he discussed Prof. Whittaker's view, Dr. Comrie (speaking with the teachers behind him) contended that the comparisons between past and present students had no facts to support them and maintained (what is quite true) that the examinations that the student of to-day passed to get into the universities were little if anything short of the standard of graduation fifty years ago. He concluded by demanding that the universities should face the new situation created by the great influx of students and set their house in order, so that the increasing number of students should get proper training.

FOLLOWING on this address there appeared in the press a statement by a distinguished English professor of history, himself a Scots graduate, who had been examiner in a Scottish university, that judged by their papers, 40 per cent of the students he had examined were below university level, and stating that other examiners set the figure much higher. A fellow examiner, closely identified with the teaching profession answered the contention by pointing out that the high percentage of failures were for the most part in classes with excessively large numbers of students, and backing Dr. Comrie's demand for university reform. Clearly the matter cannot be allowed to rest in its present unsatisfactory state. Would it not be a good thing in the interests of Scottish education for the two parties to the quarrel to come to some agreement about the facts? The new Scottish Research Council might with advantage be called in to investigate the situation.

And University Reform.

THE Fellowship conferred as a degree by the Educational Institute of Scotland under its royal charter (F.E.I.S.) is an object of desire among Scottish teachers. Within recent years the attempt has been made to raise the value of the Fellowship by keeping down the number awarded; but as the award has hitherto been made on the recommendation of the Branches of the Institute, and the main effective barrier against numbers has been the requirement of a long period of membership, the result has not been satisfactory. A Fellowship given for long and faithful service as official of a branch, as many of the Fellowships have been, does not command much respect either inside or outside the profession. In the last year or two the number to be awarded over Scotland has been limited to a score, and local recommendations have had to be scrutinized with special care by the Board of Examiners. That in itself has brought a rise in standard, which has been accentuated this year by the election of two Fellows on the ground of special distinction in educational work, and two more on research theses involving original contributions to learning in the sphere of education. The last group is one on which the Institute is to be specially congratulated. It is most admirable that a professional body like the Educational Institute should encourage research work, as the Institute has done in a variety of ways for many years back. Teaching will only be a true profession when it is a matter of course that its abler members are making just such contributions to learning as are recognized by the Fellowship for research.

F.E.I.S.

A FEW days before the General Election we noticed in the *Daily Telegraph* a letter from a correspondent who argued that the whole practice of holding mock elections in schools ought to be condemned by education authorities. His contention was that it must be extremely difficult to organize them without giving a bias, and he said that he knew of a school where the so-called candidate of one of the parties was a speaker at serious public meetings locally. He asks how an "election" in this case can be free from the atmosphere of recrimination and party feeling. On the face of it this appears to be a strong case, but there is another point of view. We know schools where these elections are carried out with dignity and restraint, and where the whole procedure is a valuable educative influence. Not only does it familiarize the pupils with the working details of exercising the franchise, but, properly conducted, it makes for a judicial temper and the examination of policies on their merits. We should certainly deprecate any schoolboy speaking from a public political platform, but this was probably not the fault of the school. We are altogether opposed to precocity of this kind, and we think that political parties would in the main discourage it. This, however, is no reason why the main issues of current politics should not be discussed within the walls of the school itself, under proper guidance and free from the rancour which is sometimes shown outside—though we must add that the recent General Election showed a remarkable improvement in this respect.

School Mock Elections.

THE development of the Adult Education College at Harlech, Coleg Harlech, to give it its Welsh name, has now reached a stage at which the promoters can appeal with some confidence to local education authorities in Wales for financial support. The appeal in the first instance is for the provision of short period scholarships for a type of student for which the authorities have not hitherto catered. All authorities have their major scholarships for brilliant students from the secondary schools and vacation course grants for teachers. But there is a rapidly expanding growth of the type of student following evening three-year courses in subjects of cultural as against purely vocational value. Amongst such students there are many who display a zeal for knowledge, an originality of thought, and a maturity of judgment which is far too often lacking in the university student. It is for these students that the College now appeals to the authorities. The Warden, in an address to the Federation of Welsh Education Authorities, claimed that at Harlech they sought to provide not for exceptional people but for the average man. The development of adult education in Wales in the last five years had been so tremendous that the best of its students could only satisfy their urgent need for periods of restful study, free from the harassing circumstances of their daily work, under expert supervision, in institutions outside Wales. The College is non-sectarian and non-political, and, it is hoped, will soon be recognized by the Board of Education. Hitherto financial assistance has not been forthcoming from authorities because of a suspicion that the teaching of the College was socialistic in tendency, but the College now asks the Welsh authorities to appoint three representatives on its Committee of Management so that they may help to shape its policy.

Adult Education in Wales.

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Head Mistresses in Conference

By Miss E. M. Fox, County School for Girls, Beckenham

THE fifty-fifth Annual Conference of the Incorporated Association of Head Mistresses of Secondary Schools was held on June 14 and 15 at the Leeds Girls' High School. This was only the seventh time that the Conference had been held in the North of England, and was peculiarly interesting as Miss Lowe was both President and Hostess.

The Conference opened auspiciously with the announcement of the inclusion in the Cabinet of Miss Bondfield, the first woman Minister, and of the conferring on Dr. Brock, the Chairman of the Association, of the Order of the British Empire.

Dr. Brock (Mary Datchelor School) reported the ways in which the Association had carried on the work outlined last year. This marked a new departure in the Conference, one likely to be very useful, since it has not always been clear to the whole Association how carefully the Executive has pursued the schemes outlined in general discussion. The Chairman particularly stressed the appeal made for education for the women in India. The Fund known as the Four-and-a-half Colleges Fund is open to all schools until the end of July, and it is very much hoped that every school represented on the Association will send some amount, however small, in order that the gift may be a complete one from the women and girls to whom so many educational opportunities are open, to those who are only now struggling out of difficulties and closed opportunities.

Miss Haig Brown (Oxford High School) spoke on the Philosophy and Function of Examinations. Reviewing the growth of the examination system, she showed the real value of external examinations as a link between the school and some outside standard, and as a necessary test of achievement. She warned the audience against the dangers of using examinations to solve problems beyond their range, and preferred a system by which candidates reaching a certain stage might be considered to have succeeded, rather than that where one candidate could only succeed at the expense of the failure of the rest. Examinations, as at present conducted, stressed an accurate memory above more really intellectual qualities. So far as possible conditions should be made equal for all candidates, e.g. the fixed date for an examination should be abolished. A wise use of text books and dictionaries would give more play to real intelligence; intelligence which showed itself in the readiness with which the mind could make contacts.

A series of speeches followed on the place of the secondary school in the life of the nation. This was begun by Miss E. Addison Phillips (Clifton High School). Particular interest attached to her speech, as she has been elected President for the next two years. She gave a masterly résumé of the secondary school system in England, taking the Education Act of 1902 as one convenient landmark, and the Hadow Report as another. After suggesting the main purpose of secondary schools to be the teaching of knowledge, the training of character, and the acquisition of the civic sense, the speaker pointed out that girls' schools had special difficulties with which to contend. These were the rapid growth in numbers which made sound traditions hard to attain, the difficulty of finding enough really good teaching power, and the fact that, through no will of her own, the teacher's interests were so often apart from those of the society among which she lived: During the adolescence of her pupils, the teacher must exert her full energy to keep in close contact with the girls' growing minds. Miss Phillips showed that the finest education had neither a scientific nor a linguistic bias, but was humanistic in tendency, and that religion was to be taught more by the permeation of a religious atmosphere than by mere dogmatic teaching.

Following Miss Phillips's brilliant essay, Miss Barrie (King Edward's High School, Birmingham) outlined the qualities of a large school in a large city, stressing the relative ease with which the idea of citizenship could there be taught. Miss Bone (Yeovil High School) showed that in a small rural school the girls must be given sufficient interests to occupy an otherwise monotonous leisure, and pleaded for width of curriculum and generosity of accommodation. Miss Wills (County School, Gravesend), speaking on mixed schools, referred to the recent book by Mr. Howard (Head Master of the Addey and Stanhope School), to show the rapid growth of this type, in which about one quarter of the whole secondary school population was being educated. She pointed out the special difficulties in teaching, both in choice of matter and of method. She deplored the fact that mixed schools were too often established through motives of economy and argued that where they did exist, through sparseness of school population, generosity of staffing should be the rule. It is interesting to note that only four mixed schools have women heads. In fact, owing to the greater immobility of men teachers over women, it is usual to find the senior work in most subjects taken by the men teachers. Miss Steel (Royal School, Bath) closed a comprehensive survey by showing that the boarding school must combine the functions of the school and the home. Many of these schools were established to educate girls of certain groups at a low cost. The boarding school system was likely to prevail owing to the difficult conditions of modern home life.

Miss Stoneman (Park School, Preston), in a thoughtful speech, dealt with the ethics of marks and prizes. Considered not as ends but as means, such rewards might be a real incentive to work, and a preparation for life, where place and prize must be lost without bitterness.

The Conference turned from matters relating to the internal economy of schools to broader questions when Miss Morrison (Graham Street High School for Girls) spoke on the conditions of life of women in various places abroad and the distribution of women within the Commonwealth. She spoke of the need for choosing girls able and willing to use some definite training.

From many points of view the most significant discussion was that on mental honesty. Miss Drummond (North London Collegiate School) in opening the discussion showed that its development depended largely on education, although the growth of character must come from within. Mental honesty might be hindered by too exclusive a cramming for examinations, too easy a generalization from facts, and a wrong use of specialized observation beyond the powers of the class. Miss Drummond stressed the need of teaching all subjects at such a rate that the mental process could be soundly carried out. She showed that confusion in thought could lead to the refusal to face facts and pointed out that a girl could be greatly helped to realize the weak places in her own character. Miss Walker (Sheffield High School) showed that through scholarly accuracy the soul might be trained to the highest ideals of sincerity, and deprecated the speed at which young minds were made to work, so that words came to be used with no clear recognition of the facts which they connoted.

The outgoing President's address dealt with "two outstanding interests of Yorkshire—the great women of the last century, and her age-long basic industry, woolweaving." Taking the Brontë family's environment, Miss Lowe compared the advantages enjoyed by girls of the present day, and forecasted the possible development of girls' schools. The President, after identifying herself with Milton in his vision of a complete and generous education—"That which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public"—contrasted the education received by children

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one hundred years ago, illustrating her remarks with quotations from Yorkshire records, and especially from the family history of the Brontës, with that given to-day. She said that the Brontë Sisters were astounding both as writers and as philosophers of life, having absorbed something of the spaciousness and of the glory of the country in which they lived. She described the life at Lowood and at Casterton School.

The President mentioned two differences between those days and these, the first being the honest and deliberate intention to train the children for the station in life in which they were born—there was no conception of the "educational ladder"—the second, the great difference to be found in the prospects for girls and women, especially for those who were obliged to earn their own living. Education, in Charlotte Brontë's days, opened no avenues to a career except that of teaching, and her godmother cast her off entirely after she published a novel! Miss Lowe issued a warning lest the laudable aim of providing for the needs of the individual should tend to the segregation of children of varied tastes.

Following last year's precedent, the members of the Conference broke into smaller groups for a free and informal discussion of old girls' societies, parents' associations, the teaching of English, and the education of children up to the age of ten years old. They met again to listen to the brilliant paper of Dame Bertha Philpotts (O.B.E.), who spoke to the Association on the education of the exceptional girl. The attention of head mistresses was so often inevitably directed to the average girl, or even to the girl of less than ordinary ability, that there was a tendency to forget the claims of a girl of outstanding mental powers. Girls' schools were at a disadvantage in this respect as compared with boys' schools, and the result was seen in the rarity of independent scholarship at the university. The claims of research work as a career should be placed before the girls no less urgently than those of mission work or any other form of serving one's generation. In this one respect girls' schools were aiming too low.

The Conference met at the Parish Church for its corporate act of consecration and worship. The vicar, the Reverend W. Thompson Elliott, preached from Ephesians, Chapter 2, verse 10—"For we are His Workmanship, created in Christ Jesus unto good works." He reminded his hearers of the two conceptions of Creation to be found in the Old Testament; first, as a completed work at a fixed time; secondly, as in Psalm 104, the Act of Creation is described as a continuous process. This latter conception might be considered as a description of the work of education, which is nothing less than the work of God perfected through living agents. An act of commemoration was made of past members of the Association. During the year the Association has lost by death the following members: Miss Helen Scott (Dover County School), Miss Ison (Southampton Grammar School), Miss Seelly (St. John's School, Newport, Mon.), Miss B. Ward (St. Michael's, Bognor), Miss Byrne (Chatham County School), and Miss Earle (Tamworth High School).

The Lord Mayor and Lady Mayoress received the Association at the City Art Gallery, and an excursion was arranged to visit the beauty spots of the immediate district, stopping for some time at the quiet loveliness of Bolton Abbey.

The vote of thanks proposed by Miss Hiley (Newcastle High School) and seconded by Miss Aitken (St. George's Edinburgh), included the Chairman and the Governors, the head mistress, staff and girls of Leeds High School, the Lord Mayor and Lady Mayoress, and the vicar of Leeds. Many members had been entertained with true Yorkshire hospitality, by private families, and their kindness was not forgotten.

Over the Conference, in the soft, cloudy sun-broken weather, in the spacious rooms and lovely grounds of a great school, hovered the gracious spirits of remembrance and hope. The legend of the Weavers' Company, "Weave truth with trust," was left by the outgoing President as her last message to the Association she has guided so well and so smoothly. "These are inspiring words for the warp and woof of life."

The Teaching of English in Girls' Preparatory Schools

By Miss B. S. COLQUHOUN, Principal of The Gables, Girls' Preparatory School, West Byfleet, Surrey

THIS article deals with the teaching of English for girls up to 14 years of age. It does not purport to be mere theory: it is the result of some twelve years' experience with children of this age and the schemes outlined have been put to the proof by myself.

English is a wide term, and as a practical scheme has been asked for, it is proposed to deal with the subject under the headings: grammar, composition, history, literature, spelling and dictation, and libraries; to suggest the course (which has been adopted with success in the above and other schools), with as much detail as the space of an article allows. Experience has proved that if these schemes are worked out (and a preparatory school has no tiresome boards of management or councils to impede its progress!) girls should be able at 12, 13, or 14 to enter successfully the big public schools which require examinatory tests for admittance (*e.g.* The Royal School for Girls, Bath, and in fact *any* public school), or for the Junior Oxford and Cambridge Examinations, as far as the English section of these examinations is concerned.

Teachers of the English language, in concert with all other teachers, wage a constant battle against time. There are so many subjects: so much to accomplish in each: so little time available. However, enthusiasm and method can accomplish much. The great essential in the teaching of English is to avoid dullness: the English language should always be regarded as a living instrument. Without enthusiastic lessons, children may eventually learn to write correctly, but only inspired teaching will bring out whatever of originality there is in them.

I suppose that few girls' day preparatory schools can afford to give more than one quarter of the time to English: this supposes that there will be some seven lessons per week for the Juniors, (*i.e.* 8 to 9 years), which would give one history, one literature, one Shakespeare and poetry combined, four reading and dictation lessons. For the girls of 9 to 11 years, a composition and grammar would be substituted for one of the dictation lessons, and for those of 11 to 14 there would be two history, one literature, one Shakespeare, one grammar, one composition, one study circle (reference library lesson) and one dictation and reading.

The ideal for the English course should be to aim at conquering some of the great difficulties in the writing of English whilst the girls are in the preparatory school: *i.e.* it should aim:

1. To get correct spelling for most ordinary words.
2. To enable the children to express themselves, in written work, clearly, yet with some elements of grace.
3. To make children feel the necessity for punctuation.

Further than this the ideal should be:

(*a*) That all the girls read some things, according to their age, each term, from the great storehouse of English literature, and:

(*b*) That they obtain a workable knowledge of English history (where an extra lesson can be fitted in each week, also some knowledge of the history of ancient Greece and Rome).

If all preparatory schools could achieve this, girls at

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14 could then pass into the senior sections of their own or other schools, untrammelled by difficulties and blanks of knowledge which should have been conquered and filled in earlier years; so that their time and energy may be free for further excursions into realms of delight, and for the fuller use of their critical and creative powers. But most of us who have taught in senior schools in the course of our experience know how often junior work has to be done at 14 years, when it was fondly hoped more serious senior work could be attempted.

(A list of reference books is supplied at the end).

GRAMMAR

To get good results (and to arouse interest) the technique of the language must be taught. Fortunately, there is a revulsion from the idea that grammar is unnecessary. It has been proved that it is not enough to give children good literature to read, thinking that thereby they will imbibe correctness of expression and a graceful style.

The absence of a sound knowledge of grammar greatly hampers a child. Luckily, grammar lessons need not be dull. At 9 years let children learn the different parts of speech; at 10 set them on to simple and compound sentences, the full parsing of nouns, pronouns and verbs, the kinds and functions of adjectives, and adverbs. As soon as they have grasped the analysis of prose, let them crack their brains over verses from nursery rhymes and well-known poems such as "John Gilpin." This will show them that it is not precedence but function which determines what a word is. At 11 proceed to complex sentences, and the parsing of adverbs, adjectives and prepositions. Above all, wherever possible for analysis use witty and lively sentences that bear upon the girls' surroundings; for, interest aroused, half the battle in what is termed "dull" work has been fought. From 10 years onwards, intersperse the work with interesting experiments, *e.g.* (1) enlarging adjectives into clauses and vice versa; (2) making single verbs out of verb and phrase and vice versa; (3) words used as different parts of speech. In the thirteenth year, gerunds, verbal nouns, inflections (noted as such) can be tackled. This is only a rapid sketch of what can be accomplished, but if it is carried out, few ordinary problems in grammar, which cannot be mastered, should present themselves. And this will enable the girl in the senior school to begin the history of the language in the time previously allotted to grammar.

In the grammar lessons children will have discovered that there are rules and regulations in language and it is now easy to show them that they, too, must conform to these when they used words in composition. Probably no one section of the teaching of English so induces despair, even in an enthusiastic teacher, as that of teaching composition. The root of the difficulty lies in the fact that writing is not only an art but a science, and it is the marriage of the two that alone can produce the harmony of good prose. Grammar will give the key to the scientific aspect of composition; the reading of masterpieces will conduce to grace and beauty of form.

Dean Inge contends that though much time and money are spent upon modern education, we are not a cultured race. He thinks the answer lies in our neglect of the Bible and Shakespeare in schools. Let a small, but chosen, portion of the Bible be read aloud at the beginning of the morning: probably the rhythm and balance of the language of the Bible, falling day by day upon young ears from the age of 7, will do something, in the end, to promote a good style.

COMPOSITION

Composition should be oral for the first years. Tell the children tales in dramatic language, letting them reproduce them in their own words, but insisting upon correctness of expression. This quality can be then put into practice when the children write their own accounts of geography, history, scripture, and nature stories. The significance of the comma and full-stop can be taught. At 9 years, teach direct and indirect speech. This is necessary because, as early as possible, girls should make up their own stories and should put into their own words the stories of ballads. But unless children have been previously warned that only *exact* quotations are permissible, much needless time will have to be spent in getting children out of the annoying habit of making up whole passages of their own, and putting them as the author's own words. At 11 years, work embodying the correct use of prepositions, of pairs of words nearly similar, &c., is worth doing.

Probably all who teach are amazed: (1) At the limited vocabulary of the average girl; (2) Her propensity to use slangy and loose expressions. Work on synonyms will help to counteract this paucity of words. This is work girls greatly enjoy and by its means many new words will swim into their ken. Give them plenty of practice in filling in the blanks in sentences designed for synonyms. Let them also think out, for example, what words express "to think deeply" (ponder, muse, meditate); "to think sadly" (mope, brood, &c.); let them write out the opposite of words; get the words taught which can be expressed by a phrase and vice versa (to hibernate).

With regard to the subject matter of set compositions, variety should be the keynote. Let the girls put their technique as much as possible into original work—fairy stories, fables, and dialogues. Each term a composition should be set to test the girls' powers of (*a*) description; (*b*) observation; (*c*) their own opinions upon controversial subjects; (*d*) writing upon an abstract theme (these two latter for girls over 12). Paraphrasing should not be neglected; most children find this is difficult work, so proceed slowly, with simple uninvolved passages at first.

Lastly, give some lessons in prosody for children of 12 years. By their means the girls will be greatly aided in writing their own verses. It is useful, too, in enabling them to scan the poetry and Shakespeare taken in the literature classes.

SPELLING AND DICTATION

Spelling seems to present great difficulties to the modern child, possibly because with a much more varied timetable, much less time can be given to it than when I went to school. Some people consider we make too much of spelling faults. Certain it is that often a child finds great difficulty in correlating eye and sound. Yet notwithstanding this drawback, it is possible to train even these children to memorize ordinary words. It is better policy in a dictation to give children difficult words to learn beforehand, or to write them on the blackboard for a few minutes, than to allow them to make shots at the words: for the important point is that the child should not *see* the word written incorrectly. Select a certain word; get it spelt and put up upon the blackboard; let the children go through the alphabet thinking of all the words like it. Put those that are spelt as the original into one column, and the variations into other columns. Give plenty of practice over and over again with common mistakes, as "their" and "there," "to, too and two," &c., for it is these common mistakes which come most frequently and so irritate the more. Each week some ludicrous remarks are culled by *Punch* from papers (usual local or evening) where incorrect spelling gives rise to mirth-provoking ideas. Put these on the blackboard: I have found all this help to counteract carelessness, which is the cause of a very large percentage of spelling mistakes.

HISTORY

The earliest accounts that we possess of our remote forefathers are in the form of myths; therefore the teaching of history from 6 to 9 should be taught largely by their means. The richer the language that the teacher has at her command, the more likely will it be that the tales become part and parcel of the girl herself. Some of the

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myths lend themselves admirably to acting. After this should come stories from English history. The work in these years should be accompanied by as much illustration as possible. Villages of Roman and early English times can be made by the girls by pasting pictures of these periods on to cardboard, making models of temples, churches, &c. By the tenth year children should be ready for actual historical facts and a text book can accompany stirring lessons—which latter are the vital point in the teaching of history. The pupils must breathe the atmosphere of the period: know how the people lived, ate and dressed; realize their amusements, ambitions, and the limitations of the time. The girls will find amusement as well as profit making drawings depicting every phase of the life of the period. These can be mounted on a large roller-sheet of brown paper, and hung upon the class-room wall.

At 13 "Oman's History" should not prove too difficult a book. Now is the opportunity to show history as a succession of past panoramas. The girls should have, from their three previous years, a fair knowledge of the outstanding facts of English history, so they should be able to follow the sweep of the great movements and the influence upon the rise and fall of these, which great personalities, both good and evil, exerted upon them. Everything should be done to induce the children at this age to read historical novels, in order to create "atmosphere."

As soon as the children can use maps, do all history with the aid of a map. When using Oman give the children Gardiner's Historical Atlas. Above all, wherever possible, read poems and passages from Shakespeare, as illustrating particular events.

In connexion with the teaching of history, even in preparatory schools, it is essential to have a reference library. Day children have not much time in school hours for reference work, nor have they much opportunity to return to school. Set apart one period per week for those who are 10 and over to read from this library, being there oneself as guide.

LITERATURE

For the enthusiastic teacher of English, the literature lessons are the reward for much drudgery in other sections of the work. From 7 to 9 let children have read to them as many poems as possible and every week a short poem should be learnt. Sometimes read from books of which the children have copies; sometimes read, making them listen. Shakespeare's plays told dramatically will thrill children of this age. At 9 children appreciate "Hiawatha" and "Evangeline"; the former lends itself to being acted; longer poems as "John Gilpin" and the "Pied Piper," &c., fit in well with this age.

It is an essential that when girls begin longer works they should be interested; and what most interests a girl of 12, may not seem of the highest importance to adults. But I have more than once heard a girl declare she hated poetry and I found that, generally, was the reason that she had been expected to digest too strong meat. Scott and Tennyson are excellent stepping stones to Chaucer, Milton, Shelley, Keats, and Wordsworth.

As soon as children can read fluently anything from sight (which should be at 9 years of age) let them read Shakespeare from the original. Their appreciation is rather a revelation. Probably the stories of the plays taken ("A Midsummer Night's Dream," "As You Like It," "The Merchant of Venice," are the most suitable plays for 9 years) will be quite familiar, for they should form part of the literature lessons given to the 8 year olds. Possibly they may have also read the plays in "Lamb's Tales," the advanced style of which (for 8 year olds) forms excellent preparation for reading Shakespeare in the original. It is beside the point to worry over the understanding of many of the passages. To follow the working out of the plot; to learn the songs and shorter passages of beauty; and to analyse the characters of the play is valuable work. Always use plays in clear, good print; it saves eyesight and induces interest. Nothing could be better than Blackie's Plain Texts, 6d., for the younger children; the older pupils prefer the Oxford Plain Texts, at 1s., because of their stiffer bindings. The following plays are specially enjoyed by children of 10 years and upwards, "Twelfth Night," "A Winter's Tale," "The Taming of the Shrew," "Macbeth," "Henry V," "Julius Caesar." A play generally takes a term to read through and discuss. Thus by the time a girl is ready for her senior school, she should have a working knowledge, with all the most poetical passages learnt by heart, of some fifteen plays—something which in itself is a basis of real culture.

"The Lay of the Last Minstrel," "Marmion," and "The Lady of the Lake," will have occupied the hours given to literature up to 12 years. "Tennyson's Selections," "The Rhyme of the Ancient Mariner," with some ballads, and "Poems of To-day," can now be enjoyed.

Thus at 13 years, the girls should be ready to appreciate a good anthology. Poems of to-day will have introduced them to some of the best short modern poems. I know of no better anthology of writers from 1560-1900 than "Palgrave's Golden Treasury."

I should like to move strongly that no girls in preparatory schools use abridged editions. There is so much that is first-rate and yet suitable in its entirety, even for the average child, that it is unwarrantable to put before the children work that has been curtailed.

By working through such a course in literature as has been detailed above, it may be possible to have awakened, in some instances at least, a real taste for the best in literature; the girls may thus be led, by themselves, to drink fuller draughts from the well-springs of poetry.

SCHOOL LIBRARIES

To conclude the remarks upon literature: the school library should be under the control of a mistress who cares what the children read, and who will take the trouble to advise children what to read. From the beginning, allow no second-rate stuff to find a place upon the library shelves, for there are classics for every age. A yearly prize offered to the girl, in both junior and senior branches of the preparatory school, who has read the greatest number of books during the course of the year provides a stimulus and has more than once led a girl to discover that she truly enjoyed reading what she previously had termed "dull" books.

REFERENCE BOOKS

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9-11 years

Morgan's Junior English Grammar, published by John Murray.

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Nesfield's Modern English Grammar, published by Macmillan.
Viaduct Analysis Books, published by The Educational Supply Co., High Holborn.

HISTORY

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Highroads of History, published by Nelson.

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C. L. Thomson's History of England, in parts, published by Horace Marshall.

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Oman's History, published by Arnold.
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Foreign and Dominion Notes

SOUTH AFRICA

Cape of Good Hope:

The last report of the Superintendent-General of Education (soon due to retire) is especially interesting as a survey of the past decade. Among the general statements we note first that the normal increase of enrolment in the European schools of the Department has not been maintained, and that of some 140,000 children of school age (7–15) not more than 120,000 attend. Many causes are suggested: epidemics, drought, birth-rate, home education, private schools, Union vocational schools (not controlled by the Provincial departments) and especially financial depression. But "when all possible explanations have been made, it remains unhappily the fact that there are still thousands of European children of school-going age who are not receiving education." Of those who do attend school, however, nearly half proceed from primary to secondary (or vocational).

Progress:

We note a general desire that education should be made free and compulsory up to fifteen. But the problem is so complicated that the Advisory Committee of 1926 could only suggest a step-by-step solution—from January, 1928, free to fifteen; from January, 1931, free and, for children within three miles of a secondary school, compulsory; from January, 1934, free and compulsory to fifteen for all. The ten years have seen steady progress in centralization—enrolment having increased by some 24,000, schools decreased by nearly 400. As to the teachers, "they are (we read) the only considerable body of public servants in South Africa whose emoluments have not been reduced in the recent economy measures." They have even been increased—with the effect of "a remarkable rise in the standard of the service." In the European primary schools, for instance, 98 per cent are certificated; in the secondary, 80 per cent are certificated and graduates. At present the primary teacher can train either in a training college or a university. The Department would prefer to restrict all primary training to the training colleges, but the universities have hitherto refused consent.

The Teachers:

Among the teachers themselves "a notable growth of professional consciousness" is reported. Nearly all are members of one or other of the two Teachers' Associations (English and Dutch) which for all matters of general importance are united in a joint committee, regularly consulted by the Department. Thus "so far as is possible in a public service, the Cape teachers enjoy all the privileges of a self-governing profession." There are, however, certain vexed questions still awaiting solution. The most burning is that of "furlough." The law says that a teacher *may* be granted, after five years' service, either three months on full, or six months on half pay; after ten years, six months on full pay. But the law is almost a dead letter, chiefly, it is officially held, from lack of funds—responsible for so many other shortcomings. Another complicated semi-political problem is that of the medium of instruction—English, Dutch, or Afrikaans. The Superintendent-General is satisfied that the best is being made of the existing provisions (which date from 1912) but he would welcome drastic amendment. Meanwhile he is insisting on the special importance in every case of the "home language."

Native Education:

The sections of the report on Coloured and Native education are even fuller and more interesting than usual, and speak of "reform and improvement from top to bottom." But space forbids comment. On finance generally the old note of protest is repeated that the Cape is unjustly handicapped by a lower Union subsidy than is enjoyed by the other three Provinces. To us the claim for "justice" seems reasonable, but only those on the spot can know all the facts. We may quote a sentence or two from Dr. Viljoen's valedictory paragraphs: "The outstanding lesson to me of my long term of service is that, while education is fundamentally the same everywhere, it yet is everywhere different. . . . Every country must work out its own educational salvation. . . . It has been my constant aim to keep education out of the maelstrom of party strife . . . and to safeguard the solidarity of the teaching profession. Co-operation with the Teachers' Associations has, indeed, been the keynote of my administration." We gather from recent numbers of the monthly *Educational News* that the teachers as a body are fully alive to Dr. Viljoen's high qualities, and are anxious to induce him to retain office. At the same time they are openly dissatisfied with the Provincial Council (the supreme authority) on at least three counts: the persistent withholding of overdue furlough, the forfeiture of pension contributions by teachers leaving the service, and the threat (not carried out) of reduced salaries for 1929 entrants. Evidently the professional associations are not asleep.

Orange Free State.

Here also we have the latest report of the Director of Education. And here also we read of financial anxiety and the need for drastic economies; of a falling birth-rate and a steady decrease in enrolment (though attendance is maintained at 94 per cent); of a consequent decrease in the Union subsidy, and of dissatisfaction with its "basis." With expenditure steadily rising, and increased taxation unthinkable, there is no alternative, it appears, to the "economy-axe." Happily it is to be applied to secondary education only ("the weakest part of our system") at two main points. On the one hand there is to be far more "centralization," which, while offering "better facilities and broader courses at less per child," will also make possible a considerable "retrenchment" of teachers ("painless" wherever possible); and on the other there is in future to be a decrease in the initial salaries of all teachers without experience. Comparison with the salary scales of the other Provinces makes any other reduction, it is said, impossible. Here too we note frequent reference to "consultation with the Teachers' Association," but also some to "meetings of protest." Two reforms the Director General regards as essential. One is the extension of the age of compulsion to sixteen—as suggested by last year's Education Commission. The other is indicated by his personal statement of regret that "we have in our secondary departments no ideals other than obtaining good examination results." Problems of native education are, of course, much the same here as elsewhere.

Transvaal.

We are indebted to the Registrar for the 1929 calendar of University College, Pretoria, one of the six constituent colleges of the Federal University. Born in very humble circumstances in 1908, it has now come of age, and reached its first thousand students. Among the faculties, which include commerce and public administration, veterinary science, and agriculture, we miss education. There is mention, it is true, of a Higher Education Diploma, and even of a degree of Master of Education, but such indirect recognition is surely no longer enough. Education has too long been a Cinderella. Is it not time to admit her everywhere on equal terms into the family of the faculties?

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* * *

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* * *

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* * *

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(Continued on page 530)

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See also page 534

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* * *

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RESEARCH SCHOLARSHIPS IN TECHNOLOGY.—The Governing body of the Manchester Municipal College of Technology offers a limited number of research scholarships in technology. The value of each scholarship will not exceed £100. These will be tenable during the session 1929-30 in the college. Application must be received on or before July 6. Forms of application may be obtained by written application to the Registrar of the college.

* * *

PARENTAL EDUCATION.—Mrs. Sidonie Matsner Gruenberg, Director of the Child Study Association of America, and consultant in parental education, Child Development Institute, Teachers College, Columbia University, is to attend the Home and School Conference in London, to be held on June 28 and 29, at which time she will address the Conference and assist in launching the parental education movement in England. At this Conference Mrs. Howard S. Gans, president of the Child Study Association of America, will deliver an address on "Forty Years of Parental Education."

SCHOOLS IN FRANCE.—We have received a copy of the Annuaire de l'Enseignment Privé Francais, a list of private schools—secondary, technical and elementary—in France. About one fifth only are secondary and technical schools. The list has been compiled, with the collaboration of officials connected with private education, by the Agence Française d'Education et d'Enseignement, who offer to send particulars free to parents and others of any school mentioned. The Annuaire is obtainable from Librairies H. Didier, 6 rue de la Sorbonne, Paris 5e. The price is 10 francs.

* * *

"THE DUKE OF DEVONSHIRE PRIZE" COMPETITION, 1929.—The subject selected this year for the competition for "The Duke of Devonshire Prize" is: "How best can the Empire be made self-supporting in its food supplies." The competition is open to boys of all the leading public schools throughout the country, and three prizes, as follows, are awarded by the British

(*Continued on page 532*)

SUMMER SCHOOLS and Vacation Courses

See also pages 479 and 541

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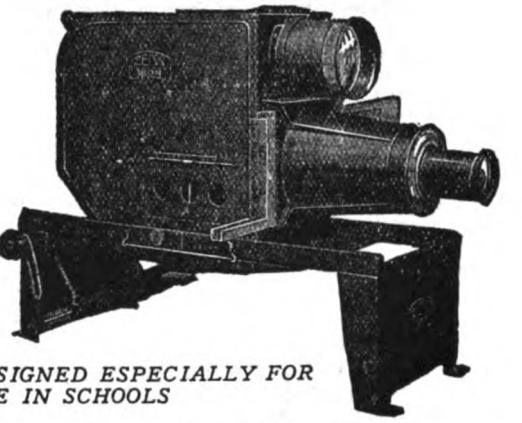

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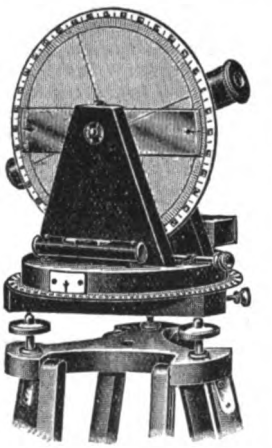

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Empire League for the best essays sent in: First, twenty guineas; Second, ten guineas; and third, five guineas. The prize was established in 1909 in memory of Spencer Compton, Eighth Duke of Devonshire, first President of the British Empire League.

* * *

CECIL PEACE PRIZE.—A prize of £100 is offered yearly for an essay on some subject connected with the maintenance of international peace, and having some bearing on the principles or work of the League of Nations. It is open to all students, without distinction of sex or nationality, of any university or university college in Great Britain or Northern Ireland, who have not yet taken their degree or attained the age of 25 years. The subject for the year 1929 is: "The Relation of the Pact of Paris for the Renunciation of War to the Covenant of the League of Nations." The essay must be sent in to the Secretary, Universities Bureau of the British Empire, 50 Russell Square, London, W.C. 1, so as to arrive on or before November 1, 1929. Further particulars can be obtained from the Secretary.

* * *

LONDON AMATEUR DRAMATIC FESTIVAL (1930).—The British Drama League held a successful competition in March and April of this year among such amateur dramatic societies in the metropolitan area as are associated with schools, boys' clubs, girls' clubs, old scholars' clubs, settlements, and the like. It is proposed to hold a similar competition next year. Societies which are up to the standard of the National Festival of Community Drama are excluded, but all other societies are invited to compete. The competition is divided into an adult, an intermediate, and a juvenile section; and trophies, to be held for one year, are offered in each section. Copies of the prospectus, including the rules and conditions of the competition, and a list of recommended scenes, will be sent on application to The British Drama League, 8 Adelphi Terrace, London, W.C. 2.

* * *

THE ASSOCIATION OF HEADMISTRESSES OF RECOGNIZED PRIVATE SCHOOLS.—The annual general meeting of the Association was held at the University Women's Club, South Audley Street, on May 31. Miss Spalding, Principal of Queen's Gate School, being in the chair. Miss Gilling, Principal of St. Winifred's School, Eastbourne, presented to the meeting the draft of a minute on education for children under 11 years of age prepared for submission to the Board of Education, and an interesting discussion on several points took place before the meeting decided on the final form of the minute. A report of the geography conference of the Cambridge Examination Board was presented by Miss Ruston, of the P.N.E.U. School, Burgess Hill.

* * *

CAREERS OVERSEAS FOR PUBLIC AND SECONDARY SCHOOL BOYS.—The third of a series of articles giving particulars of careers open to boys of good education—and perhaps with a little capital—in different parts of the Empire is published in the June issue of the *Oversea Settler* (the monthly bulletin of the Oversea Settlement Department). This month, New Zealand and South Africa are dealt with, and an outline given of the facilities offered by the Church of England Council of Empire Settlement and the 1820 Memorial Settlers Association to boys and young men who decide to take up farming in these lovely countries. Both of the organizations mentioned are working in co-operation with the government, and they both give services of great value in helping, advising and safeguarding the welfare of boys until they have gained knowledge and experience of their new work and surroundings.

* * *

HISTORICAL TEACHING FILMS.—Through the generosity of the Carnegie Trustees the Historical Association has been enabled to set on foot an inquiry into the possible value of historical teaching films. The investigator is now at work under the auspices of the University of Leeds, in the schools of the neighbourhood, testing by a variety of methods the teaching value of such historical films as exist. The Association feels that it would be very valuable for the purposes of the inquiry to collect from teachers examples of the effects of the picture house films on the history teaching proper. Many individual observations of such effects, satisfactory or the reverse, must have been made by experienced teachers. If collected and compared with the results of a detailed inquiry they might prove of great value. All teachers who have noticed any effects of the picture house film on their history teaching are invited to communicate with Miss F. Consitt, Film Inquiry, Department of Education, The University, Leeds.

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SUMMER SCHOOLS. Details of the more important Schools will be found on pages 479, 530, and 541.

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Reviews

LITERARY VALUES

Essays by Divers Hands, Vol. VIII ; being the Transactions of the Royal Society of Literature of the United Kingdom. Edited by L. BINYON. (7s net. Oxford University Press).

The Royal Society of Literature, entrusted by George IV with the duty of keeping watch and ward over literature, performs its duties seriously, taking cognizance of a wide field. The present volume keeps up the tradition of catholicity, and Mr. Laurence Binyon, whose own genius roves from Oriental prints to poetry, is a fitting introducer of such varied fare.

In " The Religious Background in Literature," Mr. Robert Lynd deplores our loss of the sense of eternal values. He thinks the modern " movement " is downward and " the future of literature . . . is in the recovery and resurrection of the vanished faith of vanished ages." But lest we lose that bright confidence in man's destiny which alone keeps the lamp of our eagerness alight, the editor reminds us that it is men and not movements that ultimately matter, and that " the appearance of genius does appear to be completely accident," a statement amply borne out by Dr. A. P. Graves in his charming " Celtic Nature Poetry." Here we have the accidental appearance of genius unaffected by time or manner, and the guiding hand of a poet to lead us from such a gem as Taliesyn's sixth-century " Song of the Wind " :

" He is good, he is evil,
Half angel, half Devil ;
Manifest never,
Hidden forever ! "

By way of Rumann's fine sea-chant and St. Columkille's " Farewell to Erin," to Miss Moira O'Neill's

" Loughareema ! Loughareema !
When the sun goes down at even,
When the hills are dark and airy,
'Tis a curlew whistles sweet ! "

We could linger indefinitely among these lovely things, but our attention is claimed by Miss Marjorie Bowen for " Edward Young." It is well to be reminded of the source of some of our most glib quotations : " Tir'd Nature's sweet restorer, Balmy Sleep " ; " Strong Reason's shudder at the Dark Unknown " ; " Virtue alone outlasts the Pyramids," and so on. Miss Bowen's criticisms are very just ; she notes Young's faulty metre, his enslavement to " the neat couplet, the pause at the end of every line, the effective quotable sentence and such ornaments as antithesis, alliteration and metaphor," but she is aware of " the glowing grandeur in his imagery " and its undoubted influence on European literature, and traces it even in the works of Byron and Goldsmith. In France, she tells us, " Youngisme " became a phrase, in Germany Klopstock's wife thought Young should be Archbishop of Canterbury, while in England the poor man in vain sought preferment and died in disappointment, still Rector of Welwyn.

We turn from Young's pessimism to the gallant riders of Mr. A. E. W. Mason's choice. Here we have the love of man for his beast, the beat of hoofs, the swift rush of keen air, and above all the quiet, unstaged heroism of men and women doing their job according to their lights, till in sudden emergency those sturdy lights become a blaze. We said designedly *women*, for Mr. Mason re-tells the story of Juana Maria Dolores de Leon—Lady Smith—and her lonely ride through a dangerous war-zone to keep faith with one poor widow.

Another brave tale is " Tyl Ulenspiegel," discussed by Monsieur Camille Huysmans in an instructive paper on " Charles De Coster." We learn much from these few pages, but one question remains : we thought Eulenspiegel a legendary character (is not his grave shown to the curious at Mölln in Lübeck, and also at Damme in Belgium ?) on whom were fathered a host of medieval adventures. We thought De Coster's " Tyl " the same hero, with his adventures tinged by the author's anti-clericalism and horror of the Inquisition. But Monsieur Huysmans ignores the widespread Eulenspiegel legend and speaks of the tale as purely Flemish. One satisfaction our doubt obtains —an admission of the possible influence of Cervantes. But, after all, the origins of such a masterpiece are of small importance when the handling is superb, and, as Monsieur Huysmans remarks : " De Coster a créé la langue Decosterienne."

We have left little space for Prof. Garrod's " depreciation" of Jane Austen, maybe as well, for we are not in sympathy with his witty strictures on Jane—because she does not drag in the Napoleonic wars. (We remember an old editorial idea of local colour which ran thus : " What ! a Spanish story without a single bullfight ! ") And again : " Jane Austen's parson is the younger son of a gentleman. If he were the elder son he would not be a parson. . . ." Well ? That was true of his day. Why blame Jane because her facts are correct ? Similarly—but peace ! The secret of the writer's irritation is betrayed in his last sentence : " But I do not want it put to me by a slip of a girl." Moreover, the editor advises us not to " take his amusing onslaught too solemnly," and we think Jane herself would be glad that Prof. Garrod had occasioned Mr. Binyon to remark : " I fancy she is as near perfection as a novelist can get."

A LIVE TEXT-BOOK

Matter and Method in Education. By MARY STURT and ELLEN C. OAKDEN. (7s. 6d. net. Kegan Paul.)

After reading this book, one wonders why education should ever have been called a dull subject. The dullness must have been in the expounders rather than intrinsically in the subject. The authors have already distinguished themselves by writing a thoroughly sound and sensible book on educational psychology, and they now follow up that performance with a most interesting treatment of the more practical and urgent side of a teacher's work in an elementary school. Much of the matter is specially suitable for the young and inexperienced teacher, *e.g.* the chapters on class teaching, lesson preparation, illustrations, questioning, and discipline ; but a good deal of it may well be pondered also by teachers of experience, such as the chapters on time-tables, promotion, teaching for scholarships, and the position of the teacher. So many experienced persons have seen little outside their own schools and their own immediate circle, that a breezy and intelligent survey of the general situation, written by persons who have had opportunities of seeing many schools, both at home and abroad, seems precisely what they need.

The authors have done well to dig into blue-books, and to give choice specimens of the methods and ideals that were acceptable a generation or two ago. The reader is helped to see how far we have made real progress, and he is reminded that our successors a generation hence will almost certainly smile at sundry practices that now prevail. They write from what may justly be called the modern woman's point of view. Their criticism is always frank and sincere, but never bitter. Any one who, for example, dallies with the notion of reviving examinations in elementary schools should read the delightful, and we think convincing, chapter in which that subject is handled.

The authors are well aware of the uses and the limitations of intelligence tests, and are generally abreast of the most recent attempts at educational reform. Many an *obiter dictum* shows that they are conversant with life in a broad sense, and have not allowed their vision to become bounded by the walls of a schoolroom or a college. In this respect they set a good example to young teachers. The book

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should, we think, prove popular in training colleges, and should find many a reader among those to whom the training college has now become a rather distant memory.

THOUGHT IN ENGLAND

English Thought in the Nineteenth Century. By D. C. SOMERVELL. (6s. net. Methuen.)

Mr. D. C. Somervell is a remarkable man. His energy and versatility are prodigious. Not finding enough to do in teaching the intractables of Tonbridge, he pours forth book after book. And his books are not bad. On the contrary, they are well written; they are replete with information; they show considerable reading, and some powers of thought. The present volume has an extremely ambitious title, which recalls that of Dr. J. T. Merz's great four-volumed work on "European Thought in the Nineteenth Century." The preface, however, reduces the pretentions of the title considerably and prudently when it limits the scope of English thought to that which has "become an appreciable element in what we call public opinion." The book deals, that is to say, not with lonely thinkers, nor even with the loftiest speculations of those who have moved the multitudes, but rather with main currents and dominant tendencies in the thought of the century under review.

Mr. Somervell follows A. V. Dicey in dividing the century for purposes of dissection into three equal parts: the first third was tory and orthodox; the second third was individualistic and latitudinarian; the last third was socialistic and agnostic. The contents of these three periods are admirably analysed. The speeches of politicians; the treatises of divines; the works of novelists, poets, philosophers, men of science—all are brought under requisition. Students who are reading the political history of the century, or who are specializing in its social and economic history, will find Mr. Somervell's pages a valuable source of supplementary information. For very often the key to the movement of events in the great world is to be found in the secret springs of public opinion, which themselves are determined by novel and revolutionary ideas engendered by some new scientific discovery or philosophical speculation originating in the mind of a single individual.

Mr. Somervell treats the nineteenth century with a certain air of aloofness, if not of superiority. He obviously belongs to the twentieth century. He despises the toryism of the first period, detests the individualism of the second, and regards the socialism of the third as somewhat crude. Perhaps in some future volume, of an autobiographical nature, he will reveal to us the satisfying thought of the present age.

MR. BOTTOMLEY'S NEW PLAYS

Scenes and Plays. By G. BOTTOMLEY. (6s. net. Constable).

Several of Mr. Bottomley's scenes were written for use in the Oxford Recitations, and all of them have public performance in view. When leading popular actors, in their efforts to escape from the childish fault of monotonous blank-versiness, preach and practise the deplorable heresy that verse ought to be treated simply as prose, it is high time for the poets to come forward and point to the more excellent way. Mr. Bridges, Mr. Binyon, Mr. Masefield and Mr. Bottomley, are all associated in the new movement for speaking verse in such a manner as to bring out the full beauty and subtlety of the rhythm. Their names should carry conviction, but anybody who has ever divined the exquisite music of which English verse is capable will not need to have his judgment supported by an appeal to authority.

There are eight short scenes in this volume. "The Parting," a dialogue between mother and daughter, and "The Sisters" are such transcripts from the tragedy to be found in ordinary commonplace lives as Mr. W. W. Gibson gave us in "Daily Bread," except that whilst Mr. Gibson's tragedies were outlined in prose, Mr. Bottomley's are heightened by the musical accompaniment of a finely modulated verse. The remaining pieces are drawn from legend, and have more affinity with the Celtic drama of Mr. W. B. Yeats, and with that poet's delicate manipulation of blank verse, than with anything else in English poetry.

"The Return" is based on the legend of Thomas the Rhymer, familiar from "The Minstrelsy of the Scottish Border"; "The Widow," on the Scripture story of Potiphar's wife; "Towie Castle," on the eerie ballad of "Edom o' Gordon"; "Merlin's Grave," on the border tradition which connects with Merlin an ancient thorn-tree at Drummelzier on Tweed; "Ardvorlich's Wife," on the grim story related in Scott's introduction to his "Legend of Montrose"; and, finally, "The Singing Sands," on the well known and apparently true story of the massacre of the Macdonalds of Eigg by the Macleods of Skye. Perhaps no spot in Great Britain called more insistently for its poet than the white strand of Eigg with its uncanny phenomenon of the sands that answer the tread of the human foot with a singing note: in Mr. Bottomley the poet has at last been found. The spirits of wind and wave and snow, and of human hates and loves, are all evoked powerfully and mysteriously in these brief plays with their tremulous beauty of misty imagery and haunting rhythm.

THE BIBLE OF HEGELIANISM

Hegel's Science of Logic. Translated by W. H. JOHNSTON and L. G. STRUTHERS. 2 Vols. (32s. net. Allen & Unwin.)

Hegel's "Science of Logic" is among the masterpieces of philosophy. In this work he developed the fundamental conceptions which form the most important part of his system and furnish a key to the rest. The system as a whole is outlined in his "Encyclopaedia of the Philosophical Sciences," a compendium written originally for the use of his students. The "Encyclopaedia" and the "Science of Logic" have each in turn been proclaimed "the Bible of Hegelianism." Many years ago the condensed treatment of logic which forms the first part of the "Encyclopaedia" and the philosophy of mind with which it closes, were translated into English by Wallace; the "Science of Logic" was available for consultation only in the original, although Hutchison Stirling in "The Secret of Hegel" (1865) had included a translation or summary of two of the earlier sections.

It was Stirling's book which first introduced effectively into this country the study of Hegel, and initiated the development of that idealism, influenced by Hegel without being strictly Hegelian, which is associated with the names of Green, the Cairds, Bradley, Bosanquet, and many others. To adherents of this school of thought were due the translation of most of Hegel's works. The one serious omission is now made good. In the same Library of Philosophy which nearly twenty years ago produced Dr. Baillie's translation of "The Phenomenology of Mind" the whole of the "Science of Logic" is published for the first time in English. With the successful accomplishment of this undertaking all that is essential in Hegel's thought has been made accessible to English readers.

Hutchison Stirling has described in vivid and often picturesque phrase his long and arduous struggle with the tortuosities of Hegel's language and ideas. Much has been done to straighten them out since his day. Nevertheless to make an acceptable version of the "Science of Logic" was to attempt a task not only laborious but extremely difficult. The translators are to be congratulated on its successful accomplishment. They have done their work with a high degree of skill. Hegel is made readable, and his thought faithfully rendered. All that can be fairly expected from a translator of Hegel is here—a clear and accurate version of the text in good English. It is fitting that this great service to philosophical scholarship should

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appear in volumes satisfying Matthew Arnold's criterion for good publishing—" books shapely, well printed, well margined ; agreeable to look upon, and clear to read."

It may be said of Hegel's philosophy, and with even greater truth, what an Italian philosopher has said of his own—it is not a philosophy for all teeth to bite at. Even with the preparation pre-supposed by Lord Haldane in the preface which he contributes to this translation, it may be doubted whether Hegel will be found " comparatively easy to read." His influence in the past has been great, and the revival of interest in his philosophy is evidence that it is not yet exhausted. Some there are who combat or turn away from his ideas with impatient or scornful antipathy ; other types of mind will probably always find a certain fascination and fertility in the method and the vast range of his speculative achievement.

Minor Notices and Books of the Month

CLASSICS

New Chapters in the History of Greek Literature. Second Series. Some Recent Discoveries in Greek Poetry and Prose, Chiefly of the Fourth Century B.C. and Later Times. Edited by J. V. POWELL and E. A. BARBER. (15s. net. Clarendon Press.)

The editors of this volume have already gained a name for interpreting to the public the most recent additions to our knowledge of Greek literature as revealed by the sands of Egypt, and now they give us a pleasant causerie or symposium by various eminent scholars, in addition to themselves, treating of the latest discoveries both in prose and verse. All classical scholars will be very grateful for such exposition. To take but one example ; a generation ago Menander was little more than a name to us ; but anyone who reads the sympathetic account of him in the present volume by Prof. Gilbert Murray will feel that he is quite a familiar and almost lovable figure. Other chapters deal with the new fragments of Callimachus, with later Epic poetry, with new epigrams and inscriptions of the fourth and following centuries, and with later lyric poetry. Under the heading of prose, we find chapters by such welcome authorities as Mr. E. M. Walker on new fragments of historical works and Mr. E. T. Withington on medical writings. The whole volume makes a most illuminating collection of essays, each by a first-rate authority on his subject.

A Greek-English Lexicon. Compiled by Dr. H. G. LIDDELL and Dr. R. SCOTT. A New Edition, Revised and Augmented Throughout, by Dr. H. S. JONES, with the Assistance of R. MCKENZIE, and with the Co-operation of Many Scholars. Part 4. (10s. 6d. net. Clarendon Press.)

It is a pleasure to record the appearance of a further part of the revised edition of Liddell and Scott. This is the fourth of proposed ten parts to be published, and brings the lexicon down to the word Θησαυριστικός. The new part exhibits the same features as those we have already commented upon in noticing the first three parts, so it is unnecessary to say more now beyond urging any classical scholar, who has so far omitted to show his appreciation of the great work that is being done for him, to compound by a payment of four guineas for all ten parts and so secure what is perhaps the greatest work of scholarship that this generation has seen.

Ante Oculos : Pictures Useful for Classical Teaching in Schools, with an Appendix on the Use of Lantern Slides. By J. PENOYRE. Advisory Leaflet No. 3. Issued by the Councils of the Societies for the Promotion of Hellenic and Roman Studies. (2s. 6d. Oxford University Press.)

This is an excellent little brochure of infinite value to the classical teacher who is enlightened enough to wish to avail himself of the use of *realien* in his teaching but often at a loss to know how to lay hands on his material. It contains comprehensive and accurate information on wall-pictures, illustrated books, museum photographs, picture post cards, catalogues, guide books, local works and lantern slides, with all necessary details as to publisher and price. And none of us need be too proud to profit by the notes on lantern lecturing.

Advanced Latin Tests. By Dr. J. M. MILNE. (1s. Harrap.)

The Way of the Greeks. By F. R. EARP. (8s. 6d. net. Oxford University Press.)

Readings from Vergil. Æneid I–III. Edited by A. DUTHIE. (1s. 6d. Harrap.)

Latin for Beginners. By R. M. ALLARDYCE. (3s. 6d. Arnold.)

Elementary Latin. By H. GARDNER. In Five Stages. (Complete, 4s. 6d. Part I, 3s. 6d. Part II, 2s. Bell.)

Latin Composition. By A. H. ALLCROFT and J. H. HAYDON. Seventh Edition. (3s. 6d. University Tutorial Press.)

Latin Grammar. By Prof. H. C. ELMER. (6s. New York : Macmillan.)

Progress Tests in Latin. By Prof. B. L. ULLMAN and A. W. SMALLEY. (3s. 6d. New York : Macmillan.)

EDUCATION

English Girlhood at School : a Study of Women's Education through Twelve Centuries. By DOROTHY GARDINER. (18s. net. Oxford University Press.)

The younger generation of Englishwomen must find it difficult to realize the complete transformation which has taken place in the education and status of girls and women during the last fifty years. The position is truly an amazing one, when " viewed against the background of history—the long struggle, the disability, the hope deferred." It is this background, extending over the twelve centuries ending with the year 1800, that forms the subject of this thorough and indeed monumental study, a study which in itself strikingly exemplifies the tremendous forward movement of women in recent times. The story is carried from Saxon times through the Middle Ages to the Renaissance ; the reader is shown in detail how the Renaissance impulse towards women's learning died away in the seventeenth century ; and how little effective were the efforts of the blue-stockings or of Mary Wollstonecroft's burning words, or of Mrs. Trimner's prayers and tears. In many ways a melancholy story, now for the first time told with grace and learning. There are several other books which deal with portions and aspects of the subject, but this book will take its place at once as the standard treatise.

Nursery Children : Their Training, Spiritual and Mental. By LILIAN M. SHROFF. (2s. 6d. net. Religious Tract Society.)

A pleasantly written little book for mothers and nurses ; the author shows how the simple truths of Christianity can be taught to babies, and explains how she would introduce the study of the Bible to young children.

The Nursery Years. By SUSAN ISAACS. (6d. net. Routledge.)

An excellent sixpennyworth. Mrs. Isaacs has written six stimulating chapters on the most important factors in the bringing-up of healthy children, healthy in mind as well as in body, and doubtless will inspire many of her readers to go further in the subject. The additional books she suggests are very carefully chosen from the ever-growing bibliography of child-study.

The Child-Centered School : An Appraisal of the New Education. By H. RUGG and ANN SHUMAKER. (8s. 6d. net. Harrap.)

The Case for Nursery Schools. Being the Report of a Committee Consisting of the following : R. F. CHOLMELEY, P. ALDEN, G. S. M. ELLIS, Sir BENJAMIN GOTT, FREDA HAWTREY, A. MANSBRIDGE, Dr. T. P. NUNN, R. H. TAWNEY, J. A. WHITE, A. J. LYNCH. (4s. net. G. Philip & Son.)

A Study of Educational Achievement of Problem Children. By Prof. R. H. PAYNTER and Dr. PHYLLIS BLANCHARD. (New York Commonwealth Fund Division of Publications.)

The Aims of Education and Other Essays. By Prof. A. N. WHITEHEAD. (7s. 6d. net. Williams & Norgate.)

A Vision of Education : Being an Imaginary Verbatim Report of the First Interplanetary Conference. By J. H. BURNS. (3s. 6d. net. Williams & Norgate.)

Introduction to Education. By F. L. CLAPP, W. J. CHASE, and C. MERRIMAN. (12s. 6d. net. Ginn.)

Commercial Education in Secondary Schools. Edited by Prof. H. D. KITSON. (10s. 6d. net. Ginn.)

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ENGLISH, POETRY AND DRAMA

The Sentence Method of Teaching Reading. By Dr. J. H. JAGGER. (3s. 6d. The Grant Educational Co.)

It is not too much to say that the difficult problem of how best to teach children the beginnings of reading has never had to be faced by the most influential—though not necessarily the most important—section of the educational world, because, before the child enters the secondary school, he has mastered the technique of reading. We ought, therefore, to be profoundly grateful to an educationist, who is at the same time a scholar, who has condescended to devote time and thought to research in this fruitful, if not very attractive field, for whoever can contrive to shorten the tedious preliminaries to reading will be a national benefactor. Dr. Jagger's method must strike the amateur as revolutionary, but it is already in use in many schools. Like the grammarians who start with analysis, Dr. Jagger maintains that reading should begin with the complete sentence, proceeding later to the single word, to the syllable, and, last of all, to the letters composing the word. His procedure would, in fact, be the exact reverse of that in ordinary use—that known as the Phonic method. Of this method he shows the weakness in Chapter IV. The list of very common words (p. 64), which do not conform to the phonic alphabets generally used, is a startling one. Whether we agree with his theories or not, there can be no doubt of his competence as a judge, his enthusiasm, or his sincere convictions. His book is of vital importance to those whose work is even remotely connected with the teaching of little children, and it may be read by all with interest and profit.

Some Chapters on Writing English. By Lieut.-Col. J. H. GETTINS. (3s. Longmans.)

The author's teaching experience has been with the Army Educational Corps, and it is the British soldier (as patient under instruction, we are told, as under fire) that he primarily addresses in these chapters. They contain stimulating matter which should help to clear away obstacles to good writing from the path of the imperfectly educated.

Time and Tide and Munera Pulveris. By JOHN RUSKIN. (5s. net. New York: Macmillan.)

These letters and essays have suffered even more than their share of the neglect which has lately overtaken Ruskin's writings. Yet their interest is not exhausted: more definitely than any other of his books they mark the transformation of the art-critic into the social reformer.

The Companion Dictionary of Quotations: Being a Volume of Extracts Old and New from Writers of all Ages. Selected and Arranged by N. MACMUNN. (3s. net. Moring.)

A handy collection of famous sayings, arranged alphabetically according to subjects and furnished with cross-references and an index of authors. It is weakest on the classical side. Virgil and Tacitus have only two quotations apiece, and Lucan has none.

A Book of Blank Verse. Chosen by E. E. REYNOLDS. (1s. 6d. Macmillan.)

Selections from Swift. Chosen and Edited by W. J. HALLIDAY. (2s. Macmillan.)

Two useful additions to the well-known English Literature Series; the extracts included in the Book of Blank Verse cover a wide range from Norton and Sackville to Clemence Dane. The selections from Swift are admirably chosen, no space is wasted on extracts from the more popular and easily available works, but we are given some of the pamphlets, letters to Addison, Pope, and Steele, as well as to Stella and Vanersa, contributions to the "Spectator," "Tatler," and "Examiner," and a few specimens showing Swift as a poet.

Present-Day Prose. Chosen by E. A. G. LAMBORN. Reprinted. (2s. 3d. Sidgwick & Jackson.)

A collection that may be commended to any reader who fears that writers of prose in our own time are not maintaining the standard achieved in the past. Lord Dunsany in "The Decay of English," W. L. Courtney in "On Modern Literature," and C. E. Montague in "Art in Selection," tell of the difficulties in the way of clear speech, effective writing and dramatic dialogue, and in many other passages equally well-known authors write about their craft in a delightful fashion.

The Life and Death of Mr. Badman. By JOHN BUNYAN. (Cloth, 2s. net. Leather, 3s. 6d. net. Oxford University Press.)

Mr. Badman is an unpleasant fellow although it does not seem that he had a fair start, being as a child "notoriously infected with original corruption." One may be excused for wondering how many of the readers of the dialogue between Mr. Wiseman and Attentive concentrated on the dreadful incidents emphasized by the marginal pointing hand, and whether the terrors invoked by these were effective in keeping them in the paths of virtue.

The Decline of the Age of Louis XIV, or French Literature 1687–1715. By A. TILLEY. (25s. net. Cambridge University Press.)

The absence of first-rate talent which characterized the latter half of Louis XIV's reign is as notable in literature as in other spheres. Saint Simon, La Bruyère, Madame de Maintenon, Fénelon, Massillon in letters, Bayle and Fontenelle in thought, are the chief names—not a very inspiring company. Still, Mr. Tilley's careful survey and apt citations reconstruct the life and society of the period, and increase the interest of the literature by placing it in its proper setting.

Starved Fields. By E. I. JONES. (7s. 6d. net. Constable.)

The problem of the eternal triangle is here once more presented, but with a strength and realism which lifts the book far above the ordinary In the heart of the rain-swept Welsh countryside Owen Morgan, Lady Anne, his English wife, and Gay Williams, his cousin, play out the tragedy of their lives. Owen and Gay were obviously twin souls, meant for each other. To them life's significance was expressed in the countryside they loved, in the cottage folk they understood, in the fields they cultivated, and in the cattle they tended. Yet they were kept apart, because Owen fell victim to the charms and wiles of Lady Anne. Anne failed to understand the bond between Owen and his land, and in attempting to make a country gentleman of him, uproots his foundations, destroys his manhood, starves his fields, and ultimately drives him into the arms of Gay. With Gay's boundless devotion and practical ability Owen restores the fertility of the estate and regains at the same time his hold on life. Just as events are moving towards what appears a happy solution, Owen is killed in a riding accident, and the story ends on a stark note of tragedy. The remarkable characterization, vivid descriptions, and deep sense of humour, combined with a true understanding of the Welsh people, make an appeal which many will find irresistible.

The Doves' Nest and Other Stories. By KATHERINE MANSFIELD. (3s. 6d. net. Constable.)

The same spirit of tender understanding of human foibles which characterizes all of Katherine Mansfield's stories pervades the present collection of her last work. Especially sad is it to read the unfinished stories and to think of the wonderful promise which never reached fruition. There is no doubt that had Katherine Mansfield lived, she would have given us writing of a power and a depth far exceeding her own earlier work, brilliant as that was.

Romance in History; from Sir Walter Scott, Sophia Lee, John Leland, Maria Edgeworth, Susan Ferrier, Jane Porter, and Christopher North. Selected, with Introduction, Notes, and Tables by R. B. JOHNSON. (3s. 6d. Lane: The Bodley Head.)

The last volume in that group in the English Literature Library which deals with the novel in all its aspects. The Scott extracts will be well known to most readers but the remainder of the book contains a number of less familiar descriptions of national life by authors whose works are now little read.

Teaching English: Class Exercises and Notes for Teachers. By G. Y. ELTON. Edited by J. COMPTON. (3s. Macmillan.)

The most experienced teacher of the subject would learn something from this book with its spirit of youth, its living contacts with boyhood and the first approaches of the childish mind to literature and creative art. Mr. Godfrey Elton's premature death was evidently a real loss to English education. The exercises are wonderfully fresh and stimulating. At the same time, the book must be read intelligently and even critically; iconoclasts, and Mr. Elton among them, in their eagerness to demolish false idols, sometimes take a fling at quite precious statuary.

Selections from Carlyle. Edited by A. H. R. BALL. (4s. Cambridge University Press.)

Mr. Ball's introduction is a masterly piece of exposition. Besides giving an acute analysis of Carlyle as thinker and writer, it is incidentally enlightening upon Goethe, Kant, and Ruskin as well. The only criticism to which it lies open is that the praise of Carlyle's conscientious industry ignores the discovery of later researchers that his transcriptions were not as accurate as he claimed them to be. The selections are arranged under the headings of literary criticism, philosophy, and religion, political philosophy and history, and they are excellently chosen.

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Theresa: The Chronicle of a Woman's Life. By A. SCHNITZLER. (7s. 6d. net. Constable.)

Written in a curiously concise and impartial manner, this day-to-day record of a woman's life, from her early girlhood until her death, exerts a strange fascination. When Theresa is sixteen her father becomes insane, and her mother, a selfish, heartless woman, is absorbed in the writing of sentimental novels. Deprived of parental love and spiritual guidance at this critical stage of her development, Theresa allows herself to become engaged to a young medical student, knowing, however, that she does not love him. Almost immediately after his departure to Vienna, she meets a young officer who succeeds in stirring her emotions and in betraying her. Abandoned by him, she leaves for Vienna and gets work as a governess. In Vienna she flits from job to job, and almost as often from lover to lover. Schnitzler now continues his analytical study against this Viennese background, depicting briefly, but vividly, the life of the numerous households into which Theresa enters as governess. Theresa's spiritual isolation, her life of drudgery and betrayal, and her tragic end rend the heart with conflicting emotions. Whatever her transgressions, her expiation was great. To know all is to forgive all, and we cannot help feeling that she was more sinned against than sinning.

New Exercises in Essay Writing. By G. BOAS. (2s. 6d. Longmans.)

In Mr. Guy Boas's school-books we have come to expect wit, originality, and a taste for experiment, balanced by a sure sense of the practical, and in his latest work our expectations are again happily realized. Let every teacher, he says, aim at proving that a lesson can be as delightful as a holiday, and, in his judgment, no exercise can be better suited to this purpose than the essay; with this book in hand we are tempted to believe that schoolboys may be found to agree with him. We press it on the notice of every teacher of composition for its many obvious merits, not the least of which is the inexhaustible fertility of suggestion in the choice of subjects, for, as any expert will admit, a lucky choice of subject is half the battle.

(1) *The Little Keeper of the Birds.* By JOCELYN OLIVER. (2) *The Match-Box Hero.* By AGNES FROME. (1s. each. Oxford University Press.)

Of these readers, printed in bold, black type, for children of nine and ten, (1) is warmly to be recommended, particularly for use in rural schools, both on account of its much-needed, implicit moral lesson of kindness to animals, and of its illustrations, with their quite recognizable drawings, though only in black and white, of many birds, of the grass snake, and the adder. Frances, the chief character, is a charming creature, who proves herself a true heroine in an encounter with a bull, and the terrier, Augustus, constantly adjured by his master to bark at boys, because they are "egg-stealing, mischievous little wretches," plays a spirited part.

(1) *A Book of Nursery Rhymes.* Collected by MOLLY SWABEY. (3s. net. Cape.)
(2) *Gulliver's Travels Among the Little People of Lilliput and the Giants of Brobdingnag.* Adapted from the Original by SARITA L. RICARDO. (3s. net. Cape.)
(3) *Havelok the Dane, Childe Horn, William and the Werwolf.* Told from the Originals by M. ST. CLARE BYRNE. (3s. net. Cape.)
(4) *A Book of Seamen.* Compiled by F. H. DOUGHTY. (3s. net. Cape.)

Eight volumes of The Children's Library have now appeared. (1) for children under five, is full of choice and appropriate rhymes, songs, jingles, riddles, and games. The learned "Pages for Parents" at the end tell the origin of many of these. (2) is an easy adaptation, for the seven-year-olds and under, of Gulliver's adventures. In (3) the old stories of Havelok, of Childe Horn, and of William and the Werwolf are retold for children from seven to ten; while (4) contains accounts of the voyages of Columbus, Magellan, Drake, Thomas Stevens, John Davis, and Captain Cook for readers of the same age. Each volume is solidly and attractively bound, beautifully printed, and quaintly illustrated.

Burns. Poetry and Prose. With Essays by MACKENZIE, JEFFREY, CARLYLE and Others. With an Introduction and Notes by R. DEWAR. (3s. 6d. Clarendon Press.)

An adequate selection of the poems and letters, and of the most famous criticisms of Burns, with a careful introduction and some quite admirable notes.

The Phonetics of English. By IDA C. WARD. (5s. net. Heffer.)

A careful course of phonetics prepared specially for teachers who have to deal with indistinct or dialectal speech

The Funeral Oration of Pericles. Translated out of Thucydides by T. HOBBES. (3s. 6d. net. Oxford University Press.)

Here is a little joy to the book-lover. Apart from the intrinsic value of its subject—there is the Greek text of the wonderful speech followed by the vigorous translation into English that is almost worthy of the Greek—it is a thing of beauty and so a joy for ever. The text, both of the Greek and of the English, gives us one of the best products of the Oxford Press when attempting anything in the nature of an *edition de luxe.*

A Progressive English Course (On the Reform Method). By L. OLIPHANT. Part I. (2s. 6d. net. Gregg Publishing Co.)

A series of exercises based on passages in prose and verse from standard authors. As with many recent manuals, there is a tendency to put into print what is better given as oral instruction, but the exercises are numerous and varied. "The Reform Method" is an unhappy phrase.

The Land of Romance and Adventure. By W. HILL. (2s. 4d.) · *An English Heritage.* By W. HILL. 4 Vols. (2s. 6d. each· Nisbet.)

Five handsome and well-printed volumes, offering a course of reading suitable for boys and girls between the ages of nine and fourteen. The extracts are nearly all from first-rate authors, and are well chosen on the ground of attractiveness; they are wisely made long enough to hold the reader's attention for some time: and they are followed by exercises in which questions of literary appreciation are kept in a separate section from grammatical and linguistic questions.

Portraits and Reflections. By S. HODGSON. (5s. net. Nisbet.)

These brief studies of contemporary notabilities include the King, Messrs Lloyd George, Churchill, Henry Ford, Robert Lynd, Sir Austen Chamberlain, Sir John Simon, Canon Streeter, Dr. T. R. Glover, and others. They are slight but readable, show not a little kindly insight, and are free from that affectation of inner knowledge which is often so annoying in character-sketches of living subjects.

Dark Hester. By ANNE D. SEDGWICK. (7s. 6d. net. Constable)

Monica Wilmott and Hester, her daughter-in-law, are the two outstanding characters in this delicately written and skilfully woven story. Monica, fair and dainty, a little old-fashioned, a little too sentimental, had nothing in common with the dark, somewhat austere, entirely self-reliant girl chosen by Clive, nor with the ultra-modern London set to which she belonged. But the cause of the conflict lay deeper than in this dissimilarity. It had its roots in the striving of each for first place in Clive's heart, and led to envy and hatred between the two women. The story of the conflict is quietly developed to a final and unexpected climax which at length brings to each an understanding of the other. Monica and Hester dominate the book; the two men, Clive and Captain Ingpen, are somewhat shadowy and unreal. Those who are already acquainted with Miss Sedgwick's "The Little French Girl," and "The Old Countess," will not be disappointed in her new novel.

The Phrase Readers for Infants and Juniors. By E. J. S. LAY and MARY JONES. Preparatory Book. (1s. 3d. Macmillan.)
English Simplified for Foreign Students. By R. WENLOCK. (2s. 6d. Macmillan.)
The Cloister and the Hearth: A Tale of the Middle Ages. By C. READE. Abridged, with Introduction and Notes, by Y. W. CANN. (2s. Macmillan.)
The Little Keeper of the Birds. By JOCELYN OLIVER. *The Match-Box Hero.* By AGNES FROME. (1s. each. Oxford University Press.)
A Rapid Survey of English Literature. By E. H. BLAKENEY. Fourth Edition. (2s. 6d. Blackie.)
A Guide to the Best Historical Novels and Tales. By J. NIELD. Fifth Edition. (30s. net. Mathews & Marrot.)
Pitman's Common-Sense English Course. By F. F. POTTER. Senior Series. Book I. (For Pupils 11–12 Years). (1s. 4d.) Book II (For Pupils 12–13 Years). (1s. 5d. Pitman.)
Essays by Divers Hands: Being the Transactions of the Royal Society of Literature of the United Kingdom. New Series. Vol. VIII. Edited by L. BINYON. (7s. net. Oxford University Press.)
Practical Grammar. By Dr. C. F. ALLAN. (Cloth Boards, 2s. 6d. Also in Two Parts, Limp Cloth, 1s. 6d. each. McDougall's Educational Co.)
Practical Criticism: A Study of Literary Judgment. By I. A. RICHARDS. (12s. 6d. net. Kegan Paul.)
Nature in English Literature. By Prof. E. BLUNDEN. (3s. 6d. Methuen.)

People in Socks. By MONA DUNDONALD. (2s. 6d. net. Harrap.)
Ben Jonson. The Sad Shepherd or The Tale of Robin Hood. (1s. 3d. Cambridge University Press.)

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HISTORY

A History of the British Colonies. By H. L. JONES and C. SHERRATT. Second Edition. (3s. 6d. University Tutorial Press.)

The American Colonies, 1492-1750: a Study of their Political Economic and Social Development. By Prof. M. W. JERNEGAN. (7s. 6d. Longmans.)

A First Book of Canadian History. By W. S. WALLACE. (2s. 6d. Toronto: Macmillan.)

British Colonial Policy and the South African Republics, 1848-1872. By Dr. C. W. KIEWIET. (12s. 6d. net. Longmans.)

Messrs. Jones and Sherratt have brought their handy compendium of colonial history up to date by incorporating notes of recent developments and constitutional changes. Prof. Jernegan's volume replaces Mr. R. G. Thwaites's old work in Messrs. Longmans's "Epochs of American History" Series. It is an entirely new study, accurate and authoritative, with copious and excellent bibliographies. No student of British colonial history can afford to ignore it. Mr. Wallace's "First Book of Canadian History" provides a lucid introductory survey. He divides the story into three parts, viz. first, Pre-British Canada; Second, British Canada 1763-1867, and third, the Dominion of Canada, 1867 to the present day. Dr. de Kieweit's South African dissertation is more highly specialized and detailed. It is an original contribution to historical knowledge based upon a first-hand examination of the sources.

War in World History: Suggestions for Students. By A. R. COWAN. (6s. net. Longmans.)

Mr. Cowan is a fresh and unconventional thinker. But unfortunately his exposition is not clear, and it is often difficult to know what he is driving at. He surveys the course of world-history with its six thousand recorded wars, and he comes to the conclusion that man is a malignant animal who loves fighting for its own sake. He fears that he will always remain such, but predicts that unless he can restrain his belligerent proclivities he will soon exterminate himself. The book should provide pabulum for the pacifist.

A Handbook for History Teachers. Edited by D. DYMOND. (3s. 6d. Methuen.)

This handbook for history teachers—and especially for non-specialists in elementary schools—is the work of a body of some sixty collaborators whose labours, extending over two or more years, resulted recently in a remarkably successful conference and exhibition at Goldsmith's College, London University. In 250 excellently printed pages it provides expert guidance as to the formation of syllabuses, the choice of text books, the equipment of libraries, the determination of methods of instruction, and all the other practical problems which face the class-teacher in his or her daily life. It is a strikingly full, interesting, and competent production. Particularly valuable are the comments and criticisms upon all the leading text books in general use. They have obviously been made by well-qualified judges who have a personal acquaintance with the volumes discussed. Inexperienced teachers will find them most serviceable as guides.

Practical Exercises in Junior History. By S. H. MCGRADY and W. T. WILLIAMS. Part I. English History. Early Times —1485. (10d. G. Philip & Son.)

European History, 1715–1789. By S. S. CAMERON. (2s. Bell.)

The British Empire since 1783: its Political and Economic Development. By Prof. A. P. NEWTON and Prof. J. EWING. (5s. Methuen.)

Arnold's Short English History. By C. E. M. HAWKESWORTH. New Edition. With an Additional Chapter by Dr. F. W. TICKNER. (2s. Arnold.)

The Story of the Greek People. By Dr. E. M. TAPPAN. New Edition. (2s. 6d. Harrap.)

Graphic Chart of Ancient History. By G. H. REED. (Paper, folded in envelope, 1s. 9d. Mounted on canvas, folded, 4s. 6d. Canvas, varnished, with rollers, 6s. Cambridge University Press.)

England: A History of British Progress from the Early Ages to the Present Day. By C. E. ROBINSON. (21s. net. Methuen.)

MATHEMATICS

The Principles of Mechanics: an Elementary Course. By H. C. PLUMMER. (15s. net. Bell.)

The author of this books aims at a generality of treatment which is, as a rule, beyond the range of the beginner. But after the first elementary ideas have been mastered, his broad survey of the foundations of mechanics should clear up many obscurities. The range of the book is approximately the range of scholarship examinations. The examples are plentiful and well chosen, of a non-numerical type, the author rightly regarding the practice of computation as being another, though important, matter.

Graph Book: an Exercise Book and Text Book. By C. V. DURELL and A. W. SIDDONS. (Manilla Cover, 1s. 9d. Stiff Boards, 2s. Teacher's Edition, with Hints and Answers, 2s. 6d. Bell.)

The conjunction of the names Durell and Siddons is in itself a noteworthy event in the universe of mathematical text-books; and this "Graph Book" is the bright result. The object of it is to diminish the time wasted in teaching graphs whilst pupils are laboriously constructing their own material. The book is in itself an exercise book with a large page containing many examples of graphs drawn to a working size, from which the pupil can learn to read and understand a graph, and also a number of squared pages on which the pupil can construct his own graphs and keep them for future use and reference. The book contains all that is required for school certificate purposes, and teachers and pupils alike should be delighted at the smoothness of this path to knowledge.

Practical Geometry and Engineering Graphics: a Textbook for Engineering Students. By W. ABBOTT. (10s. net. Blackie.)

This volume consists of two parts, the first dealing with practical problems in plane geometry and graphical methods as applied, for instance, to statics and integration. The second deals with solid geometry, orthographic and isometric projection and so on. Text and diagrams are printed on alternate pages facing each other, an excellently clear arrangement. Though it is primarily intended for engineering students, the pure mathematician will find in it much that is of interest and profit.

The Students Pocket Case of Mathematical Instruments. (9d. net. Macmillan.)

Descriptive Geometry. By Prof. H. H. JORDAN and Prof. F. M. PORTER. (12s. 6d. net. Ginn.)

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Logarithms of Feet, Inches, and Fractions for Direct Calculation in British Units of Length: for Every 32nd of an Inch from Zero to 2 feet, for Every Eighth of an Inch from Zero to 20 feet, and for Every Quarter of an Inch from 20 feet to 100 feet. By Prof. C. L. T. GRIFFITH. (2s. net. London: Spon New York: Spon & Chamberlain.)

Elementary Applications of Statistical Method. By Dr. H. BANISTER. (3s. 6d. net. Blackie.)

Fundamental Arithmetic for Secondary Schools. By Dr. P. B. BALLARD. (4s. 6d. With Answers, 5s. 6d. University of London Press.)

Step-at-a-Time Arithmetic. By R. W. M. GIBBS, D. G. PERRY, and J. A. HOWELLS. Junior Series. Books I and II. (Pupil's. Paper, 7d. each. Cloth, 10d. each. Book I. Teacher's. 2s. Black.)

Groundwork in Arithmetic. By J. O. WESTWORTH. (Book I, Paper, 6d. Cloth, 9d. Book IV, Paper, 9d. Cloth, 1s. McDougall's Educational Co.)

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MODERN LANGUAGES

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Verb Houses: an Easy Way to Learn French Verbs. By D. J. FALCY. (1s. Dent.)

Tabloid French Verbs (Regular and Irregular): a Full Survey of French Verbs in a Handy, Compact Form which Facilitates Memorising. By S. WORMALD. (6d. S. Wormald, The Liverpool Institute, Liverpool.)

A well-known examiner once declared that if boys and girls were well grounded in elementary French grammar, especially in the verbs, and had a vocabulary of 3,000 words other than those alike in both languages, the percentage of passes in elementary examinations would increase by half. It seems a simple cure for what is a serious defect in our teaching when so many hours are spent in the discussion of methods, and in the teaching of a correct accent. These three modest little books would help any class that is shaky on its grammar or vocabulary. Miss Falcy's book is fuller than that of Mr. Wormald. Mr. Child's vocabularies are excellent; he advocates the notebook system in duplicate, but most teachers find one sufficient. He gives too much space to sporting terms, whereas his list of adverbs omits the most usual ones which pupils miss, such as *however, nevertheless, formerly.* To these might be added the commoner prepositions and conjunctions.

Elementary Spanish. By Prof. W. S. HENDRIX. (3s. Heath.)

The main body of the text of this book is in Spanish and the success or otherwise attained in its use will depend upon the quality of the teaching. This is an "active" course, and the grammar is to be learned deductively and then applied by the pupil in answering questions on grammatical practice. In the hands of a good teacher, this book may prove very useful and the material of the exercises should make a strong appeal to the interests of the class.

An Elementary German Reader. By P. VRIJDAGHS and W. RIPMAN. (2s. Dent.)

Modern German Short Stories. Selected and Edited by H. F. EGGELING. (3s. 6d. Clarendon Press.)

This reader has been compiled for the use of elementary students to enlarge their vocabulary after they have done a year's work in the language. It is printed in Roman type. Mr. Eggeling's book is intended for more advanced pupils, those preparing for entrance to a university and for leaving certificates. It contains eight short stories by modern authors, which will certainly appeal to young people. There are notes on the authors and on the subject-matter of the stories, a list of idioms and a full glossary.

Achievement Tests in the Modern Foreign Languages: Prepared for the Modern Foreign Language Study and the Canadian Committee on Modern Languages. By Prof. V. A. C. HENMON. (4s. 6d. New York: Macmillan.)

German Frequency Word Book: Based on Kaeding's "Häufigkeitswörterbuch der deutschen Sprache." Arranged and Edited by Prof. B. A. MORGAN. (2s. 6d. New York: Macmillan.)

These two works are issued by the American and Canadian committee for studying the psychology of modern language study, and subsidized by the Carnegie Corporation of New York. They are both full of graphs and percentage tables so dear to the American post-graduate mind. They may prove of great interest to teachers in the States, but here where conditions are so different they would not appear to have much *raison d'être.*

Higher Test Papers in French: for the Use of Candidates preparing for the Higher School Certificate, Intermediate Arts, and Similar Examinations. By E. T. GRIFFITHS. (5s. Pitman.)

Key to Higher Test Papers in French (English Passages). By E. T. GRIFFITHS and G. H. ROCHAT. (2s. net. Pitman.)

We are glad to see that Mr. Griffiths's "Higher Test Papers" have now been supplemented by a key which will prove useful both to teachers and to private students.

Technical and Industrial Spanish. Edited, with Vocabulary, by A. ALONSO and P. R. HERSHEY. (4s. 6d. Heath.)

The growing importance of Spain and Spanish America in the agricultural, mining, and manufacturing worlds makes the appearance of this book welcome. It contains texts on electricity, civil engineering, mining, metallurgy, agriculture, and industry. A wide range of authors is included and the cultural standard is remarkably high for a technical work. A good vocabulary and pleasing format add to the attractiveness of this volume.

A Spanish Grammar for Colleges. By E. C. HILLS and J. D. M. FORD. (3s. 6d. Heath.)

The names of the writers of this book should be a sufficient guarantee of the quality of the work produced. There are only thirty lessons, and the use of the personal pronoun and of the subjunctive are introduced early with the view to familiarizing the student with their use. The form of the exercises is good, and continuous pieces appear early in the book. Upon these pieces and upon the grammatical preparation the exercises are based. Variety and interest mark the exercise material and the drawback to many courses—the isolated sentence—is sedulously avoided. For a class which has but a limited time to spend on the study of Spanish this grammar may be strongly recommended.

French Construction for Continuous Prose. By A. C. RYLANCE. (3s. 6d. Oxford University Press.)

Mr. Rylance has had a good idea in writing a text-book of rules for continuous prose in French. He suggests its use with Florian's "Junior French Prose," and if students would study it systematically, there is no doubt that their French prose—always the weakest part of any examination paper—would be greatly improved.

Le Roi des Montagnes. By E. ABOUT. Notes and Glossary by J. SENIOR. (2s. Oxford University Press.)

Le Robinson Suisse. By J. R. WYSS. Adapted and Edited by R. SCOTT. (1s. 6d. Clarendon Press.)

La Peau du Lion. By C. de BERNARD. Adapted and Edited by Dr. R. W. HARTLAND. (1s. 6d. Clarendon Press.)

Contes et Récits. Edited by J. E. MANSION. New Edition. (2s. Harrap.)

Hernani. By VICTOR HUGO. Annotation and Glossary by Dr. P. VRIJDAGHS and W. RIPMAN. (1s. 9d. Dent.)

Guy de Maupassant. Contes Choisis. Introduction, Notes, and Glossary by Dr. P. VRIJDAGHS and W. RIPMAN. (1s. 9d. Dent.)

These six readers are additions to series we have often praised in the past for their clear print, their good binding and lack of fussiness in editing. The only complaint we have to make against "Hernani" and "Le Roi des Montagnes" is that they have been edited so often before and so efficiently. It would be better if the efforts of editors were directed towards books that have as yet not been prepared for English readers. One of the principles of the Dent books is that the introduction and notes should all be in the foreign language. The average boy rarely looks at the introduction in whatever language it is written. He thinks it is meant for the teacher only. But he is more likely to read it in English and thus find out what the text is about. There is a bad misprint on page five, 1927 for 1827, and it is scarcely true to say Hugo was "sent" into exile in 1852; it is now certain a price had been put upon his head and he escaped with great difficulty through the efforts of Juliette Drouet. There are no better short stories in French than those of Guy de Maupassant; the difficulty is to find enough fit for school reading. We are glad to see that Mr. Mansion's book has reached an eleventh edition.

Selections of French Handwriting: Exercises for the Use of Students. By E. L. LITTON. (2s. Gee.)

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How Shall We Train the Teacher of Modern Languages? A Textbook on Modern Language Method for use in Training Colleges, and for all Interested in the Study and Teaching of Modern Languages. By E. H. A. ROBSON. (5s. net. Heffer.)

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Test Examinations in French. Arranged by T. R. N. CROFTS. (1s. 3d. Methuen.)

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Morality in the Making. By R. E. WHITNEY. (6s. 6d. net. New York: Macmillan.)

A simple account of the growth of morality, based on the importance of sensitivity to approval and disapproval. English readers will find the author's style both difficult and funny.

The Elements of Logic. By Prof. R. LATTA and Prof. A. MACBEATH. (6s. Macmillan.)

The name of Prof. Latta guarantees the soundness of this new textbook of Logic; it was begun by him some years ago, and has now been ably completed—partly from notes of Prof. Latta's lectures—by Prof. Macbeath. In its present form it provides an excellent introduction to the subject, and will carry the student up to the standard required for a pass degree.

The Meaning of Beauty: A Theory of Æsthetics. By W. T. STACE. (6s. The Cayme Press.)

In this interesting and readable study of "The Meaning of Beauty," the author states and develops a theory of æsthetics which asserts that "the very core of æsthetic feeling is rationality." Beauty is a spiritual value, and its essence is "the fusion of an intellectual content with a perceptual field, in such manner that the intellectual content and the perceptual field are indistinguishable from one another." The meaning of this definition, its implications and distinction from other modes of defining beauty, can be grasped easily from the first six chapters, for Mr. Stace is a skilful expositor. In the rest of the book he tests his theory by its power to explain beauty in nature and art, illustrates its application in the particular arts of literature, music, painting, architecture, and sculpture, and discusses, in order to affirm, the validity of æsthetic judgments. A glossary of philosophical terms is appended for the use of those approaching the subject through literature, art, and general culture rather than through philosophy.

The Health of the Mind. By Dr. J. R. REES. (6s. net. Faber & Faber.)

To add to the multiplicity of elementary books on mental hygiene and psycho-analysis needs some justification. Dr. Rees claims that his little book is a digest of recent thought along these lines for those to whom the more technical works do not appeal. It gives the usual account of psychological mechanisms, but prefaces these with a very clear summary of the main physiological processes and of the inter-action of mind and body from a physician's point of view. The advice given for dealing with the special problems of adolescents and adults is unusually sensible, and is entirely free from the rather depressing effect of many books of this type.

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Prof. Hull's book is designed as a textbook for university classes in vocational testing, and also as a general handbook for those engaged in making and using vocational tests. It gives a clear account of the fundamental principles underlying the work, and also an intelligible description of the methods used in constructing new tests.

Ludwig Klages. The Science of Character. Translated from the Fifth and Sixth German Editions by W. H. JOHNSTON. (10s. 6d. net. Allen & Unwin.)

Ludwig Klages has been working on the problems of characterology for more than a quarter of a century, and many English readers will welcome this translation of his latest book. Put briefly, its aim is the discovery of character or individuality, by the method of self-reflection, combined with reflection on others, *i.e.* by the process which he calls "abstracting" self-reflection. "We first pursue examples known to us from personal experience, next attempt to recollect exactly what we did in fact experience whenever we felt inclined to follow such a motive, and finally we isolate the foundation of this experience by separating it in thought from the context of the conditions of our experience." The three main problems considered are the material of character, the nature of character (including "driving forces"), and the structure of character. The book ends with a pessimistic forecast of the approaching exhaustion of life, as it succumbs to standardization and mechanization. The translation is on the whole well done, but "School Psychology" as the topic of Chapter II is very misleading; "Academic Psychology" would convey the meaning more nearly.

Personality and Progress. By H. T. HODGKIN. (4s. 6d. net. Student Christian Movement.)

A philosophy of life from the point of view of a member of the Society of Friends. Many teachers will be interested in the chapter on education, where Dr. Hodgkin pleads for the recognition of three principles in the training of the young—reality, reconciliation, and adventure. The demand for adventure includes a plea for ample opportunities for the exercise of the inventive and creative instincts, for social experiments in both home and school, and for the adventure of the Christian life.

Lectures on Conditioned Reflexes: Twenty-five Years of Objective Study of the Higher Nervous Activity (Behaviour) of Animals. By Prof. I. P. PAVLOV. Translated from the Russian by Dr. W. H. GANTT, with the collaboration of Dr. G. VOLBORTH. (18s. net. Lawrence.)

This is more than a collection of lectures on the conditioned reflex; its effect on the reader is the revelation of a winning and impressive personality. This is partly due to the biographical sketch contributed by Dr. Gantt and illustrated by his own photographs, and partly to the excellence of the translation, which seems to give the reader a vivid impression of the lecturer's fiery zeal for truth, and passion for scientific experiment. The lectures set forth clearly, with considerable repetition, the now familiar facts of the conditioned reflex (based originally on Pavlov's experiments with the saliva reflex in dogs), and the laws of the work of the cerebral hemispheres. Particularly interesting to psychologists is Pavlov's application to man of his knowledge of the nervous system of dogs, and his denial that his work in any way supports a materialistic philosophy.

Developing Personality in Boys: The Social Psychology of Adolescence. By W. R. BOORMAN. (10s. 6d. net. New York: Macmillan.)

An interesting book on adolescent boys, showing not only wide reading on the subject, but also intimate knowledge of individual boys. The quotations from the boys' letters, diaries, and attempts at autobiography reveal to the English reader not only the essential problems of adolescence but also the vast difference between social conditions in a new country and in the old world.

The Rising Tide. An Epic in Education. By J. G. LEGGE. (3s. 6d. net. Blackwell.)

It is rare to find such an optimistic writer on education. This book shows the rapid progress of secondary education in England since 1902, and eulogises the work of the Board of Education, the Local Education Authorities, and the Hadow Commission. There are some amusing anecdotes, such as one expects from an inspector of schools, and a clear account of the Sheffield controversy of 1927.

The Psychology of Philosophers. By A. HERZBERG. (10s. 6d. net. Kegan Paul.)

In a sense most of us are philosophers. Most of us, that is to say, become addicted, especially as the years advance, to the habit of taking the broadest outlook upon life and the universe which our natural limitations allow. In that sense philosophizing is a normal fact of human nature. But what is it that has induced so many great men to give up their lives to such an apparently useless occupation? That is the problem which Dr. Herzberg sets himself in this volume, and his method is to examine thirty selected careers, ranging from Socrates to Nietzsche. His general finding is that the great philosophers have been men of unusually strong impulses, which impulses they have only partially been able to transform into outward action, because they have suffered from excessive inhibition. Their thoughts have turned inwards, and they have thus felt no need of active intervention in the doings of the outside world. They have managed to make their trains of thought a source of satisfaction. And is it essential to philosophizing that it should be useless, as some have held? By no means, says the author, because it has a psycho-hygienic value and thus a biological utility. Frankly, we hope that this is not the philosopher's main apology for his existence. Anyhow, Dr. Herzberg's book makes a fresh and original and stimulating addition to the important series to which it belongs.

A Manual of Psychology. By Prof. G. F. STOUT. Fourth Edition. Revised, in Collaboration with the Author, by C. A. MACE. (12s. 6d. University Tutorial Press.)

The Psychology of the Pre-School Child. By Dr. J. DREVER and MARGARET DRUMMOND. (6s. net. Partridge.)

THE ROYAL ACADEMY OF MUSIC, YORK GATE, MARYLEBONE ROAD, LONDON, N.W. 1, has published particulars of the scholarship offered for competition at Michaelmas, 1929. The last day for securing entry forms and fees is July 22. Detailed particulars may be obtained from the Secretary on application.

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Bible Prose and Poetry: Selections from the Authorized Version. With Introduction and Brief Running Commentary by G. H. CRUMP. (1s. 9d. Nelson.)

Yet another Bible anthology! This volume is useful and well-arranged. It includes selections from the Old Testament as well as from the New, which on the whole, are very well chosen. The more distinctly poetical passages are grouped separately and there is a certain amount of explanation. The book is remarkably cheap.

Conduct and Character: Ethical Readings from the Bible. Arranged and Edited by C. W. BAILEY and Rev. M. STEVENSON. (1s. 6d. Dent.)

This little volume consists of selections from the Old and New Testaments made with a view to their ethical appeal and often illustrated by appropriate stories or parables. Thus the story of Joseph illustrates forgiveness and so on. The book ought to prove very useful for class purposes.

Christian Ethics: The George Dana Boardman Lectures, 1927. (6s. 6d. net. Philadelphia: University of Pennsylvania Press. London: Oxford University Press.)

This is a volume of five lectures by different authors delivered before the University of Pennsylvania. They deal with the following themes: (1) Christian ethics in everyday life; (2) In education; (3) The Christian home; (4) The originality of Christian ethics; (5) The two roads (duty and inclination). The lectures are not strikingly original but are useful and pleasant to read.

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These papers all serve a useful purpose. The adult religious education movement, which is assuming various forms, is all to the good and deserves to be successful. Mr. Hudson has no difficulty in demonstrating this. We wish the series a prosperous career.

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This is an elementary book for young readers designed to introduce them to some knowledge of comparative religion. Savage beliefs are dealt with as well as the great historical religions. The descriptions wear a little thin in places. On the whole a useful volume.

Prayers in Use at Uppingham School. Compiled by Rev. R. H. OWEN. Third Edition. (3s. net. Oxford University Press.)

Facing Life By W. H. P. FAUNCE. (8s. 6d. net. New York: Macmillan.)

The Tree of Life. An Anthology made by V. DE S. PINTO and G. N. WRIGHT. (8s. 6d. net. Constable.)

Loretto School Sermons by a Layman. By A. R. SMITH. (6s. net. Oxford University Press.)

The Gospel According to Saint Mark. In the Revised Version. With Introduction and Commentary by Rev. A. W. F. BLUNT. (4s. 6d. net. Clarendon Press.)

The Prophets of Israel. By Rev. A. W. F. BLUNT. (3s. 6d. Clarendon Press.)

The Child in the Church: Essays on the Religious Education of Children and the Training of Character. By MARIA MONTESSORI. Edited by M. STANDING, with a Chapter on the Montessori Method. (5s. Sands.)

Liberation. By S. A. MELLOR. (10s. net. Constable.)

SCIENCE

The Plant in Relation to Water: A Study of the Physiological basis of Drought Resistance. By Prof. N. A. MAXIMOV. Authorized English Translation. Edited, with Notes, by Prof. R. H. YAPP. (21s. net. Allen & Unwin.)

This important work should be read by all teachers of botany who include plant physiology in their course of instruction. A large part of the book consists of a critical historical account of the development of our knowledge of the relations of the plant to water. There are thus introduced summaries of the chief results recently obtained by Russian investigators whose work is known to but few in this country. The most original passages in the book are those in which Prof. Maximov sets forth his own views on such subjects as xerophytism and resistance to drought. The late Prof. Yapp performed, on his sick bed, his editorial task most skilfully; his footnotes form a valuable addition to the text; while the translation into English is so successful that the reader is quite unconscious that the original was written in a foreign language.

Ants, Bees, and Wasps: a Record of Observations on the Habits of the Social Hymenoptera. By Sir JOHN LUBBOCK (Lord Avebury). Edited and Annotated by Dr. J. G. MYERS. (10s. 6d. net. Kegan Paul.)

The social insects have in recent years received so much attention both from entomologists and comparative psychologists that now far more is known about them and their wonderful social organizations than Lubbock knew when he wrote this well-known classic. In this new edition, which is based on the seventeenth, Lubbock's original text is left unaltered; but there is added at the end of the book a series of notes which are indicated by numbers inserted in the text, and which occupy about one-third of the volume. These notes deal with the more important points that have subsequently been elucidated, or that have served to confirm or to refute Lubbock's views; they are excellent reading, and virtually bring the text up to date in this most interesting field of research. A selected bibliography tells those who wish for fuller accounts where to get them. Lubbock's coloured plates are now replaced by beautifully executed paintings by Mr. A. J. E. Terzi.

British Insect Life: a Popular Introduction to Entomology. By E. STEP. Revised Edition. (25s. net. Werner Laurie.)

The purpose of this work is to enable the layman in entomology to gain a clear idea of the types of insects that are most commonly encountered. The treatment is, of course, far from exhaustive; nevertheless, the author contrives to introduce representatives of all the chief orders, but we doubt if the descriptions of species are adequate for confident identification. The book would be more useful (1) if simple analytical "keys" were given to enable the unlearned to determine at the outset the order to which a specimen to be identified belongs; and (2) if in twenty-six of the thirty-two half-tone plates numerals corresponding to those in their respective legends were inserted.

School Laboratory Fittings. By A. E. MUNBY. (7s. 6d. net. Bell.)

Mr. Munby's delightful little book comes at an opportune moment. A large number of schools are now building, or about to build, new laboratories, and too often one hears the science staff complaining that the architect has never built laboratories before and has no idea of what is required. The position is frequently aggravated by the neglect of the authorities to ask the advice of the science masters or mistresses concerned, yet the teachers themselves are obviously best fitted to explain the needs of the schools and to pronounce upon details of arrangement and equipment. Mr. Munby, we believe, was himself at one time a science master, and his book shows a deep insight into the requirements and possibilities of school science buildings. We warmly recommend it to both education authorities and science teachers: to the former it will act as a lamp and guide, and to the latter it will serve as an excellent and powerful lever!

Dynamics: a Text-Book for the Use of the Higher Divisions in Schools, and for First Year Students at the Universities. By A. S. RAMSEY. (10s. 6d. net. Cambridge University Press.)

This is a book of a fairly elementary character intended primarily for the use of students in the higher divisions in schools, and also for university students in their first year. The reform

(Continued on page 550)

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CAMBRIDGE BOOKS

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An Inaugural Lecture by **Prof. D. S. Robertson, M.A.** Crown 8vo. 2s net.

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of the Mathematical Tripos at Cambridge has removed the restriction that elementary mechanics meant mechanics without the calculus. The result is that a first year course at the university in dynamics now includes all the easier problems of two-dimensional dynamics, stopping short of the use of moving axes and Lagrange's equations. It is assumed that the reader of the book is acquainted with the elementary processes of differentiation and integration, and for a knowledge of the simple differential equations required, a short introduction is provided. Besides numerous problems for solution, the volume contains a large number of worked examples. We like Mr. Ramsey's book very much and can recommend it with confidence to teachers and students.

Introduction to Theoretical Physics. By Prof. L. PAGE. (25s. net. Macmillan.)

In this book Prof. Leigh Page aims at providing the college or university student with a survey of the whole field of theoretical physics. The volume is divided into five parts dealing with dynamics, hydrodynamics, thermodynamics, electromagnetism and light. It will be realized that careful selection is required to cover so much ground in a book of less than 600 pages. We are told that the work is based on a year course of five lectures a week given at Yale. Whether it is possible for a student to assimilate so much information and so many new ideas in a single year can be proved only by experience. Much will depend on earlier training. The student is supposed to possess a good working knowledge of the differential and integral calculus and an acquaintance with the elements of differential equations. Vector notation is employed wherever useful and as much vector analysis as is needed is developed in an introduction of about forty pages. We think that the author has been judicious in his choice of the essential matters for discussion and has been very successful in his treatment. The book is in every respect well produced.

Applied Chemistry: A Practical Handbook for Students of Household Science and Public Health. By Prof. C. K. TINKLER and HELEN MASTERS. Vol. I. *Water, Detergents, Textiles, Fuels, &c.* Second Edition, Revised. (15s. net. Crosby Lockwood.)

The first edition of this book has already been favourably reviewed in these columns. For the second edition the authors have made certain additions and alterations, more especially with reference to artificial fibres and bleaching agents, and, with Volume II (on Foods), the book now covers the syllabus of Applied Chemistry for the B.Sc. degree of London University in Household and Social Science.

Field and Colliery Surveying: a Text-book for Students of Mining and Civil Engineering Surveying. By T. A. O'DONAHUE and T. G. BOCKING. New and Revised Edition. (10s. 6d. net. Macmillan.)

This new edition of a book, which has proved to be of great use, is not only intended as a help to the colliery surveyor but also to candidates for surveying examinations. It treats of the apparatus of the surveyor's office and of methods of measuring heights and distances, with explanations of the geometry and trigonometry involved. The construction and use of mining dials, theodolites, and levelling instruments are carefully described and there is a chapter on the construction of mine plans and another on geological maps and on the information they afford. At the end of the book are several examination papers set in recent years for surveyors' certificates. The descriptions in this text-book are very clear and it will, no doubt, be a useful volume to many students and teachers.

Physics in Industry. (1) *The Physicist in the Glass Industry.* By Prof. W. E. S. TURNER. (2) *Physics in the Food Industry.* By Sir WILLIAM HARDY. (3) *The Physics of Photography.* By Dr. C. E. KENNETH MEES. (4) *Physics in Astronomy.* By Sir FRANK DYSON. (1s. each. Institute of Physics, 1 Lowther Gardens, S.W. 7.)

(1) This is a very interesting and excellently illustrated account of the control of glass composition by physical means; it explains the methods adopted for the determination of thermal expansion, electrical conductivity, and optical properties. Much information is given concerning the modern ultra-violet light transmitting glasses, typical examples of which are the "Vita glass," as made in England, and the American "Corex" glass. (2) This gives a very complete *resumé* of present knowledge of the processes and effects of fruit storage and meat refrigeration. It is of interest chiefly to biologists. (3) Here are given comparative curves of sensitivity of the eye and of ordinary, orthochromatic, and panchromatic photographic plates; and there is an interesting account of Hurter and Driffield's investigations on the relation between exposure, development, and the deposit of silver produced in the emulsion. The amateur photographer has here an opportunity to learn what is really meant by the familiar expression "the H. and D. speed" of a photographic plate or film. (4) All who are interested in physics will read this presidential address with the greatest possible pleasure. To the astronomer the accuracy of time-measurement is of fundamental importance; and the reader is told much about the gradual improvement in the accuracy of clocks, beginning with Graham's mercury pendulum, then Harrison's gridiron pendulum, Guillaume's invar, and the method adopted now at Greenwich of keeping the clock in an airtight case; also the improvements in the escapement are mentioned. The distribution of time-signals, from the early time-ball to the present day six-dots by wireless, is described. Equally interesting things are said about refracting telescopes, spectroscopy, and the solar-constant.

Astronomy for Surveyors. By Prof. M. K. RICE-OXLEY and W. V. SHEARER. (8s. 6d. net. Methuen.)

This book contains all the essentials of practical and theoretical field astronomy. The adjustments and use of the transit theodolite, with its necessary adjuncts, are clearly described, as well as the correction of observations when made. Numerous practical examples are worked out in detail to show the application of the formulae, and useful tables are given in appendices. Though essentially a practical book, the theoretical side receives much fuller treatment than is usually given, and the authors have succeeded in their endeavour "to produce a text-book which will be of use alike to the student and to the practical surveyor."

Practical Chemistry for Matriculation. By Dr. J. BRUCE and H. HARPER. (2s. 6d. Macmillan.)

Dr. Bruce and Mr. Harper have selected, as a result of their own teaching experience, those experiments which seem best adapted for the illustration of the fundamental laws of chemistry. A section on simple volumetric analysis follows, and the book concludes with a scheme of qualitative analysis of single salts and of mixtures which do not involve group separation. The book is excellently written and produced, and is very cheaply priced at half a crown. We can thoroughly recommend it.

From Monkey to Man. By L. H. D. BUXTON. (6d. net. Routledge.)

The Savage as He really Is. By J. H. DRIBERG. (6d. net. Routledge.)

It speaks well for the reading public that the publishers of a new popular series of scientific manuals should feel justified in including in the first four issues two which deal with such highly technical subjects as the descent of man and the psychology of primitive man. The faith which they must have felt in the authors to whom they entrusted the writing of these little books has been fully justified. Both of them have produced work which is thoroughly sound from the scientific point of view, and at the same time expressed in a form which is within the comprehension of a public which has no specialized knowledge of these matters. Mr. Buxton's account of the descent of man from the earliest forms to which the name even of sub-human can be applied to the emergence of modern man at the later stage of the palæolithic epoch is admirable in its lucidity. It stands alone among popular books in its demonstration in non-technical language of the anatomical details upon which the classification of the various types is based. Mr. Driberg's book falls in a different category. It is based very largely upon personal observation in the field, that is among the native peoples of Africa. As a result of following primitive processes of thought in their actual working, the author arrives at what is virtually a restatement of primitive psychology. It is to be hoped that this little book may reach a wide public, for its conclusions are of no little importance in their bearing upon our policy in civilizing the subject races.

Modern Physics. By C. E. DULL. (6s. 6d. Harrap.)

Textbook of Evolution and Genetics. By Prof. A. W. LINDSEY. (12s. 6d. net. New York: Macmillan.)

A Textbook of Botany. By J. M. LOWSON. Revised in Collaboration with the Author by L. C. COX. Seventh Edition. (9s. 6d. University Tutorial Press.)

Introductory Theoretical Chemistry. By Prof. G. H. CARTLEDGE. (16s. 6d. net. Ginn.)

Evolution and Man. By Prof. H. W. SHIMER. (11s. 6d. net. Ginn.)

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(*Continued on page 558*)

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OTHER PUBLICATIONS

1. *Practical Leatherwork: a Text-Book for Students and Craft Workers.* By F. R. SMITH. 2. *Practical Flower Making.* By VIOLET BRAND. (2s. 6d. net. each. Pitman.)

1. This is an excellent little manual. The subject is treated thoroughly and yet concisely, and the matter is well arranged. A chapter is given to leathers, also to tools and fittings (press-buttons, frames, Ruskin stones, &c.). Then follow the various *methods of working soft leathers*, beginning with simple punching and thonging. Appliqué, woven, pierced and plaited leatherwork are treated and the fixing of press-buttons, clasps, and frames. The foregoing are applied in a chapter on *Structural Design and making up* to several attractive designs and the detailed working of a serviette ring, lady's workbag, a mirror and a blotter. The latter half of the book is devoted to *modelled leather* with valuable notes on suitable design. Here also the methods are taken first and then the making up in detail of a lady's bag and box. chapter is given to "Suggestions," but the most valuable are those put forth in the treatment of the subject and in the beautiful illustrations.

2. The processes detailed in this book are carefully graded so that the larger, simpler forms are made first, and when the worker is more expert, the more difficult flowers can be attempted. Fruit leaves and flowers of open and tubular form are given in detail and fully illustrated. There is a useful chapter on making patterns from real flowers; but in case this should be impossible, patterns usually full size are also given. The book is well-illustrated and the line drawings showing various processes are particularly clear. Would not the bearded grain in Plate V. be barley rather than wheat? And might it not be more appropriately mounted with marguerites, cornflowers, or poppies? But these are only details. "Practical Flower Making" can be recommended as an attractive and useful manual on the subject.

Woman and Society. By Dr. M. BOOTH. (8s. 6d. net. Allen and Unwin.)

This is not only an interesting, but also a highly suggestive treatment of its almost too familiar theme. Probably, however, it is useless to complain of the eternal discussion of woman's place in society, for we have reached a stage at which discussion is more than ever needed. Dr. Meyrick Booth shows that the acquisition of power and independence by women has not so far justified the hopes of people who looked for the signs of a general moral uplift. He does not allege that the woman movement is therefore a mistake, but he points out the dangers and suggests means of meeting them. Upon the different functions of men and women in social and industrial life he seems to us eminently sane and sound. It has recently been said that women police may perform valuable services so long as they are used as police*women*. A policewoman who affects the stately stride of her male colleague is not really a success; and this illustration is symbolic of the whole situation. Dr. Booth would carry the same principle into all occupations in which women share. Let them do what their peculiar gifts enable them to do better than men. We mention this point as exemplifying the general lines of Dr. Booth's well-informed and sensible book.

Youthful Old Age: How to Keep Young. By W. M. GALLICHAN. (7s. 6d. net. Werner Laurie.)

Mr. Gallichan is already very well known for his fluent and interesting and well-informed writings on sex education and kindred subjects. This book is of wider scope. The author talks easily to middle-aged folk about eating and drinking, bathing, play and hobbies, rest and sleep, cares and fears, corpulence and leanness, longevity, sex and health, the pace that kills, and so forth. And he has a special word for the middle-aged woman. Probably most people who read this notice will be teachers, and if they wish to enjoy their pensions as long as possible, they may find a helpful counsellor in Mr. Gallichan.

Concerning Ourselves: A Book of Sexual Instruction for Girls. By A. W. BARNES. (1s. net. Bale & Danielsson.)

Blackie's Handy Dictionary of the English Language, with Sundry Useful Appendices and Tables. (1s. net. Blackie.)

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Educational Confusion: A Cause of Social Unrest. By J. H. D. WESTBY. (2d. Downing College, Cambridge.)

The Royal Society for the Protection of Birds. *Thirty-eighth Annual Report, January 1st to December 31st,* 1928 *with Proceedings of Annual Meeting,* 1929. (1s.)

Board of Education. England and Wales. *Secondary Schools on the Grant List. Statistics, for the Area of each Local Education Authority, of Pupils Leaving during the Four School Years, 1924–25 to 1927–28, showing* (a) *Total Number leaving during the period;* (b) *Number who left after reaching the age of* 14—(i.) *Possessing the School Certificate, and* (ii.) *Known to have proceeded direct to a University or University Training Department.* (9d. net. H.M.S.O.)

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Cape of Good Hope. Department of Public Education. *Report of the Superintendent-General of Education for the Two Years* 1927 *and* 1928. (5s. Cape Town: Cape Times, Ltd.)

Scottish Education Department. *Training of Teachers. Report, Statistics, &c.,* 1926–8. (1s. 6d. net. H.M.S.O.)

British Science Guild. *The Annual Report of the Executive Committee,* 1928–9, Presented at the General Meeting of Members, held at the Hotel Cecil, Strand, London, May 8, 1929. (1s. 6 John Street, London, W.C. 2.)

THE ROYAL SOCIETY OF TEACHERS.—It is announced that His Majesty the King has been graciously pleased to Command that the Society of Teachers shall henceforth be known as the Royal Society of Teachers. The body thus honoured numbers 78,000 and is made up of those whose names appear on the official register of teachers maintained by the Teachers Registration Council, a body of fifty representative teachers established by the Education Act of 1907 and constituted by Orders of the Privy Council in 1912 and 1926. The President of the Society and Chairman of the Council is Lord Gorell, and the fifty elected members are representative of every branch of teaching work, including university professors and private tutors. The statutory duty of this Council is to establish and maintain the standards of academic attainment and professional training among teachers. Those who have reached the prescribed standards and have gone through a period of approved teaching experience are admitted to registration on payment of an entrance fee. The work of the Council, as authorized by Parliament, is directed towards providing the public with a means of ascertaining the professional competence of those who undertake to teach. The body of Registered Teachers, henceforth to be known as the Royal Society of Teachers, thus forms a corps of professional men and women whose fitness has been tested and approved by a representative and competent body of teachers. Full membership of the Society is preceded by a grade of Associate Membership, open to those who are beginning the work. The Royal Society of Teachers thus embodies the idea of a united teaching profession. The Royal Society of Teachers does not undertake to defend the interests of the individual teacher. This task is left to the various sectional organizations, and the Society is thus free to promote the interests of education and to secure due recognition for those teachers who have been at pains to fit themselves for their work.

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The Teacher: Types, Contacts, and Interests

VIII.—THE TEACHER AS READER

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

MOST teachers do not realize what a bad reputation they have among the publishers. Book-buying is not included among our virtues by the book-producers. For this there may be many reasons, high up the list being our financial resources. But the publishers take a gloomy view, and suggest that the Burnham scales are not likely to affect favourably our book-buying. Yet when even a cabinet minister openly proclaims that he cannot afford to buy a twelve-and-sixpenny book, and a Bishop of London a few years ago got into trouble because his book-bill formed such a microscopic item in his annual outlay, we need not feel altogether out of the book-buying picture.

But the publishers press their point, and maintain that even books printed directly at the address of our profession receive but a cold welcome. The significant comment is made by the book-producers that the only kind that rouses a fairly warm response are those that supply some sort of direct help in actual school-work. The key to the teachers' hearts, say the publishers, is represented by the word "tips." So long as we give them practical hints, that may be applied from day to day in the school-room, we can carry them with us: but anything beyond that does not seem to interest them.

This attitude does not appear to be by any means confined to these islands. Giovanni Gentile and his colleagues in the educational administration of Italy, find themselves up against the same fondness for "little manuals." The philosopher-educationists of Italy have no use for the little tipful manuals that their teachers seem to love; so in the suggestions to the Italian elementary teachers that were issued in 1924, there is a strong recommendation that the teachers should read the works of big men, and avoid the tip-giving manuals.

The authors of these peptonized productions appear to take it for granted that their readers do not understand an ordinary book. Many years ago I had a personal experience of the indignity of being peptonized. One of my books was prescribed by the Education Department as a text for the two-year training colleges. Some of the officials of the department were not quite sure whether it was wise to prescribe such a human book as mine appeared to be. They thought that something a little more respectably stodgy might be more suitable. But they risked it, with the result that a peptonized version promptly made its appearance to enable the students to understand what I had innocently thought was particularly clear. It is somewhat chastening to find that what one believed was a little too popular, was really in need of clarification to make it intelligible to fairly capable students.

But while "manuals" have a certain place in the teacher's heart, they are none too welcome there. They are used only in so far as they are actually necessary. In the case of the training college students this is amply demonstrated by a ceremony that used to take place at the close of the final examination that concluded the old two-years' course. By hearsay I learn on that closing evening there used to be a winding-up ceremony in the quad which included a bonfire in which all the manuals referred to played a bright and shining part. From actual knowledge I know that in Scotland they came to as definite, though not quite so scintillating, an end in the second-hand book-stalls in the city market.

While all concerned—training college authorities, inspectors of schools, students—are agreed that the manuals deserve their fate, the students who have reduced theirs to ashes with the slogan of "serve them right," are often in no hurry to replace them with other technical books of a more creditable kind.

In other professions there is a phrase of common occurrence that is seldom if ever heard among teachers. It is made up of the two simple words, "the books." Doctors are continually using the phrase, so are the lawyers. Even the old-fashioned clergymen who studied theology in a serious way, had a respect for "the books," and used to refer to them familiarly in their talks with one another. Maybe they do to this day though I have not now my old opportunities of observing them in their less official moments. All I am sure about is that the teachers never used to toy with the phrase. For them there used to be no such thing as "the books."

To-day things are looking up for the profession. There has developed a body of works of recognized authority on the theory of our craft, and the reproach of quarrelsomeness among educationists is dying down. Sometimes I used to give as an exercise in some of my education classes the simple problem of writing out ten educational principles, one each from ten educational writers of recognized standing. The exercise was a popular one: just the sort of thing students like, involving as it did a certain amount of decent research of a mild kind, but no troublesome thinking. It was usually well done. What the advertisers call "the follow up" was less popular, and came with rather a crash on the unsuspecting students. It consisted in the demand to find in the work of other writers of established reputation a contradiction of each of the selected ten principles. Naturally only one contradiction was demanded for each of the original ten, but even so the task seemed herculean. Yet in actual practice it was not found too difficult. So quarrelsome are writers on the subject that the abler students found it comparatively easy to produce the required ten flat con-

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tradictions. At a later stage I varied the problem by turning it into a challenge to produce from the whole literature of our subject ten principles that could not be contradicted from the writings of current educational literature. It is obvious that this is a much more difficult problem, and the interesting thing is that since it was found soluble we have reason to believe that education too, has reached the stage at which it may fairly claim to use the term " the books."

But while it is becoming more and more reasonable to demand from all self-respecting teachers a knowledge of at least a minimum range of recognized books on the wider aspects of their profession, it goes without saying that their reading must not be confined to them. The doctor and the lawyer are rather jealous of " the books " of their profession, and don't like to hear of their patients or their clients reading them. Decent, capable family doctors are quite often heard wishing that every book on popular or family medicine, could be committed to the flames, and that compendium, " Every Man his own Lawyer," would joyfully be sent the same gait if our professional legal friends had their way. Indeed the great bulk of theological literature would swell the bonfire if the clergy were permitted to select which volumes should take the fiery way.

For " the books " are admittedly " shop," and society has wisely barred shop in our ordinary dealings with our fellows. These articles of mine, for example, would be very ill-suited for a place on a drawing-room table.

The same restraint should be exercised by the teacher within the limits of his personal life. Self-respect and professional honour demand that he should know the literature of his profession. But his honour as a human being, a *Mensch*, demands that he should keep himself human in the wholesome sense of that word. Doctors and lawyers and clergymen as *Menschen* must so live that nothing human is alien to them, but teachers are in a very special sense committed to this attitude. Their professional success depends to a large extent on their ability to keep their pure human nature up to standard. We have to beware on the one hand of the Scylla of professional indifference and on the other of the Charybdis of pedantic fogeyism.

Midway between the purely technical group represented by " the books," and the indifferentiated group represented by general literature, there is a small library of books that deserves the teacher's special attention. These represent what may be called the artistic side of our professional literature. They do not include that rapidly increasing class of fiction that deals specifically with school life. The group of books we are now considering appeal to the teacher on the human side. They have an attraction for the ordinary reader since they have the general appeal that sincere art always has: but they make a special appeal to us because of their educational background. " Tom Brown's Schooldays " is almost entitled to a place among " the books," but its broad humanity demands a wider range. " Alice in Wonderland," and her companion volume, " Through the Looking Glass," are apparently so trifling that one would hesitate even to mention them to a serious schoolman, were it not that we all know that these books have a most respectable connexion, and have behind them all the dignity of the most exalted of the sciences. In my professional work I have referred students to these books as useful illustrations of the application of certain abstruse epistemological problems, but it is not because of this serious side that they are recommended here, but merely because of their exuberant humanity, and the light they cast into the obscure places of junior human nature.

" The Golden Age " and " Dream Days " are equally well connected. You could hardly ask for a better reference than to their author (Kenneth Graham) as secretary of the Bank of England. But they have the same buoyancy as " Alice," with a closer approach to the type with which we have most to do in school. Fred Anstey's " Vice Versa " comes still closer to the bone, without in any way falling from the gracious freedom from professionalism that must mark books admitted to this group. There are two American books that really belong to this class, but are so much admired by intelligent trainers of teachers that they find a place in the curriculum of certain normal schools in the United States—but are wisely excluded from all examination tests. These are " Jean Mitchell's School " and " The Evolution of Dodd." The first is purely American and would not greatly interest British teachers. But " Dodd " has world-wide appeal with its account of the gallery of teachers through whose hands that unfortunate boy passed on his way to ultimate success. It is rather a " rogues' gallery," to be sure, but there is enough high light to relieve the gloom.

Another glorious example of this enlivening group is " Emmy Lou, Her Book and Heart," by George Marten, which I reviewed when it appeared, innocently praising the skill with which a man writer was able to get at the inner workings of a girl's mind. I harbour no ill will against the author for turning out to be a woman, for her book is charming enough to wipe out all trifling scores like that.

In a class by itself in this small group stands D'Arcy Thomson's " Day Dreams of a Schoolmaster," wherein humanity and pedagogy make the happiest of marriages.

One other section of reading matter deserves mention before we plunge into the ocean of books in general. This is made up of the professional periodical literature. The field is now so wide that a conscientious teacher finds considerable difficulty in making a choice. A good general principle is to take in two journals, one dealing with the grade of teaching with which the teacher is specially connected, and the other with the subject in which he specializes. The first will keep him abreast of school life in general with a special reference to the kind of school in which he works: the other will keep him informed in all the educational developments in the subject he teaches. Formerly elementary teachers might have objected here that they have no special subjects; that circumstances compel them to undertake the whole range of subjects taught in their schools. But the modern tendency is all in favour of every one having a specialty, even if he has to do a good deal of general teaching outside of the subject to which he has given special attention.

There is authoritative approval for this combination of the general with the special, for is it not merely a specific application of the recognized principle of knowing everything about something, and something about everything? The trouble, however, seems to be rather to get the specialists to read the general magazines, than to get the all-round teacher to read the specialist periodicals. For it is the specialist that stands most in danger of narrowness and loss of humanity. There is a tendency of the specialist to lose himself in his subject, and we do not need Nietzsche's help to discover how lamentably illiterate a specialist can be outside of his chosen subject.

When it comes to general literature the problem becomes much easier. If an anxious inquirer comes along and asks what books he, *as a teacher*, should read, the answer is plain: read the books you should read *as a man*. In fact we should give him the answer that the serving man in " The Taming of the Shrew " gave to his master when in doubt about what to study at Padua:

" Small profit grows where is no pleasure ta'en.
In brief, sir, study what you most affect."

To other people this recommendation would come as a pleasant permission, but your doubting schoolmaster, and your still more doubting schoolmistress, are not so sure. They feel that they ought to guide their reading in such a way as to increase their professional efficiency. They are right, of course, but their tender consciences may take comfort from the fact that their first business

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as professional people is to be sound, wholesome, ordinary human beings.

Now, taking account of the whole range of human literature it may be roughly divided into the two great sections: (i) the part that everybody is supposed to have read, and (ii) the part that is left optional. We are all assumed to have read the Bible, Shakespeare, Homer, Virgil, Dante, and a host of others that I am far too cautious to attempt to detail. Language is no excuse for not having read these world classics that society is polite enough to take for granted that we all know. The chair that Prof. Moulton used to hold in Chicago University met this world-demand, for it was named something like "World Literature in English." If our home universities would all establish such a chair, teachers would be left without excuse for not knowing that minimum of the world's classics that society demands we should know. But society is very gentle in enforcing her demands, and if we make a plausible pretence of knowing what she decrees that we should know, she is genially disposed to take our word for it and ask no questions.

The teacher should be more severe with himself than society is with him. But Tranio's advice must be allowed its fair place, and there is no sense in making a burden of literature, when we have no talent or liking that way. A teacher of science may well be excused for ignorance of Italian, but not of English. Our profession should stand fast by George Sampson's doctrine that every teacher *in* English is a teacher *of* English. So a sound knowledge of English must be regarded as a *sine qua non* of every teacher, irrespective of what he teaches as a specialty. But as to his knowledge of English literature, or world literature, that must be left to himself, with the simple *caveat* that he shall have read as much as qualifies him to be a respectable member of society, and not to incur such disapproval as will bring his craft into disrespect. If a science master must have his reports edited by a competent English scholar, there is something wrong.

What underlies the whole problem is the matter of general knowledge. Those heart-breaking examination papers in general knowledge bring out very surprising lacunae in the mental content of our pupils, but not all of them are of the same importance. If schoolmasters were submitted to the same test and compelled to answer all the questions set, the result would probably be much more amusing than the comic column supplied by the "University Correspondent" from year to year, the reason being that the masters would have a much wider range in which to go wrong. But in such a paper an inability to explain what "Tobbin's tubes" are (I speak feelingly, because I was asked that impertinent question just half a century ago) is one thing, not to know what the Hegira is, marks out a totally different kind of ignorance.

Naturally we do not read only to acquire knowledge. Reading leaves its effects long after the facts acquired have dropped clean out of our memory. If Bacon is right in saying that reading makes a full man, we must not forget that we can become lean again. Teachers, above all others, should clearly realize the value of forgotten knowledge. The old lawyer who boasted that he had forgotten more law than his young rival had ever known was not vaunting his ignorance, but merely claiming that the residual skill-effect on his mind was greater than that produced by the scanty knowledge supply at his junior's command. We can never wholly forget anything, if we keep in view the skill-effect it leaves behind. We are never the same person after we have acquired a certain piece of knowledge as we were before we acquired it, even supposing we cannot reproduce that knowledge at will. All we teachers differ from one another according to the backgrounds our reading has supplied us.

An interesting point is that whatever we read we can use in our teaching. It may not be applicable directly, but in the form of illustration it is always available. An old editor friend of mine used to say that when he had an article to write, he thought out the general lines of his subject, and let the illustrations come of their own accord. Whatever he read during the time that the article was simmering in his mind supplied him with illustrations. So in our teaching we depend for our illustrations not always on matter specially read up for the occasion, but on a general appeal to our paid-up mental capital, and so whatever we read prepares a reserve fund of illustrations, than which there is hardly anything more useful to the practical teacher.

It is true that this reserve fund supplies observant critics with quite a good means of discovering and evaluating our reading. Keen inspectors of schools sometimes used to (and I suppose still do) make a private mental note of the illustrations used by teachers in their actual class work, and from these mental notes develop a theory of the reading of the teachers, a theory that they tested in that quiet unobtrusive way skilful inspectors have, and often found to their satisfaction that they had come pretty near the truth.

The fallacy of "having read" is as dangerous among teachers as among others. Perhaps more so. We have fallen into such a habit of having "done" certain subjects, that the doing of them has acquired a finality to which it is hardly entitled. It was the late Astronomer Royal (Sir David Gill) who told with some glee of a talk with a seventeen-year-old school-girl. She asked him what he was studying, and on his replying "the stars," she commented pityingly that she had "done *them* last session."

In dealing with the subject of the teacher's reading I have an uncomfortable feeling of intrusion. What right has any man to criticize the reading of another? Must we not each for himself find out the best matter to read, and the best method of reading? Still, there can be no harm in suggesting possible plans among which others may choose. It has been said wisely that one of the most difficult things for a clever teacher is to let his clever pupils be clever in their own way. Taking this principle to heart in my own way, I hesitate to make recommendations with regard to such vital matters as "skipping" and the keeping of a commonplace book. I know men who have been so impressed as boys with the heinousness of passing over unread any portion of a book they have once begun, that they have never been able afterwards to shake off this slavish fear of skipping. Keeping a commonplace book is a sort of antithesis of skipping, and may become as tyrannical on the positive side as the fear of skipping is on the negative. Each must decide for himself with regard to keeping a commonplace book, but as to skipping, it ought to be *taught* in schools. It is not a matter of to skip or not to skip, but of how to skip. Leaving out of account those that make up an artistic whole and must therefore be treated as a unity, there are few books that deserve to be read through from cover to cover, and teachers are, by the very conditions of the case, in a specially good position to exercise a judicious freedom in the choice of what parts of a book to read.

While, as experienced readers, teachers may rightly claim the privilege of free skipping, they will do well to emphasize, and almost to over-emphasize, to their pupils the need for thoroughness in mastering the parts that they do read. In this way they will counteract the tendency to slovenliness that might well arise from the systematic practice of skipping.

It is becoming more and more a recognized part of the work of a teacher of English to guide his pupils in the art of book-using. So both in his own interest, and in the interests of his pupils, he must specialize in this art. Accordingly, as we have seen that all English-speaking teachers, whatever their speciality, are teachers of English, we may safely leave to teachers in general the problem of dealing with their own reading—with the suggestion that wherever they are in doubt between technical right, on the one hand, and personal freedom on the other, they should always give the benefit of the doubt to freedom.

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Modern Movements in Education*

By C. W. KIMMINS, M.A., D.Sc.

THE progress in education of recent years has been positively bewildering—greater, in fact, than at any period of our history—and it occurred to me, in thinking of an appropriate subject on which to address you, that it might not be without interest to deal briefly with some of the more important movements which have emerged during the interval which has elapsed since the former meeting in South Africa. In doing this I will avoid matters of local interest and treat only those of general application in educational procedure.

One of the most significant movements is the change of attitude towards the mental development of the very young child. Until comparatively recently, the physical condition of the child up to the age of six years was the only matter that appeared to need serious attention. Educationists and psychologists now, however, at long last, fully realise that the period from two to six years of age is far and away the most important of the child's life. In other words, there must be a really sound foundation if a satisfactory superstructure is to result in the child's development. The mental as well as the physical welfare of the young child must receive adequate attention. The reliable evidence we possess that many of the cases of serious mental trouble in later life may be traced to unwise treatment in early childhood is a case in point. During this period of active habit formation, when the necessary sublimation of nascent instinctive impulses is relatively an easy matter, the value of intelligent guidance is too obvious to need further mention.

As if to make up for the neglect in past years of the importance—the extraordinary importance—of a fuller knowledge of the beginnings of education and the dawn of intelligence of the young child, there has been of recent years a concentration of investigation on this period by distinguished experts, which has fully compensated for the lack of adequate research in earlier times. The manifest difficulty of discovering by direct observation how the very young child approaches and overcomes obstacles in the great adventure of becoming acquainted with the nature of his strange environment, has to a very considerable extent been aided by experiments with the more intelligent animals.

The remarkable difference which exists between the child's world and that of the adult presents very serious difficulties in the study of young children. This has, in the past, given rise to much serious misunderstanding as to the real attitude of the child to life. A fertile source of this difficulty is to expect a child to adopt the adult position before the appropriate time in his mental growth has been reached. Long after speech has been acquired, the meaning of a simple expression, in exactly the same words, may convey to the mind of the child something entirely different from the meaning which it conveys to the mind of the adult. Much work in this connexion has been carried on in recent years with considerable success.

The astounding progress made in the interval of time under review, in our knowledge of the pre-school child, must be referred to not only for its intrinsic importance, but also because original work at this stage of development has had such a beneficent effect in popularizing education, especially in its social implications. In the school we have a sufficiently large number of children for observation, and possibly for experiment. We can generalize and compare group with group. But the pre-school child is a thing apart, and the nursery is the nearest approach to the classroom. On the physical side the pre-school child is within reach of experts. The local doctor, the mother and the nurse or other attendant possess, or should possess, a fair knowledge of childish ailments. On the mental side, however, there is a lamentable deficiency of anything in the nature of expert guidance, the general opinion being that this side of the child's development can safely be neglected until the child goes to school.

Parents, however, are now beginning to realize how remarkably clever their young children are, and what native ability they possess of overcoming obstacles which present themselves.

The period of about three to six years of age is characterized by abnormal imaginative power. This is at the stage at which the invisible friend or other childish fantasy makes its appearance. At three years of age the child fully recognizes himself as a separate entity in the environment. During the imaginative period the child delights in making up stories. Many of those which have been recorded exhibit a very remarkable ability in this direction. A careful study of childish *naïveté* affords ample evidence of the very considerable ability of the pre-school child. It reveals interesting glimpses of the mental make-up, the quaint judgments, the curious application of words the true meanings of which are imperfectly understood, and the child's sense of justice. In many ways such a study is far more interesting than that of the school child whose submission to authority has somewhat diminished his originality and standardized his outlook on life.

The greatly increased interest in the mental welfare of the young child has naturally resulted in a renewed demand for a better provision of institutions, such as nursery schools and kindergartens, concerned with the care and education of pre-school children with a range of age from two to six years.

In the Fisher Act of 1918 ample provision was made for the recognition and support of nursery schools and classes. This gave great satisfaction to all students of early child life and those interested in the welfare of little children. Then came the Geddes axe, and up to the present time there has been no possibility of the full development of the scheme. The power, however, of the adequate fulfilment along the necessary lines suggested, remains on the Statute Book, and the demand for its greater exercise is now becoming insistent.

The difficulties which have been pointed out of reaching, and of giving effective guidance to children at the more plastic and formative pre-school period would, to a considerable extent, be removed if the nursery school became a recognized constituent in the educational provision of each district. In a centre which is fortunate in having a good nursery school within its area, the remarkable influence of such an institution is obvious to the most casual observer. The importance of linking the home with such an institution as a nursery school cannot be exaggerated. It is far more important in early life than later on. If the home and the nursery school work together, the problem-children—who eventually may become a burden on the State—will rapidly decrease in number. There can be no doubt whatever that with a well-organized nursery school system there would be a significant advance in the mental, physical, and social welfare of the children.

I must mention in passing another movement of which we shall hear a great deal in the near future. It is "The Child Guidance Clinic" which is powerfully supported in America and elsewhere by "The Commonwealth Fund." Its main objective is to formulate in a scientific way "the rules of mental health and the ways and means by which mental health may be gained or increased." Among its various activities are the following: the study of abnormal children, systematic lecture courses for parents, and educating teachers in mental hygiene. The purpose of the clinic is not to compete with established work but to supplement it where necessary by co-operation.

Apart from the new attitude to the pre-school child the

* Extracted from the Presidential Address to the Educational Science Section of the British Association, July 25, 1929, S. Africa.

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most important movement since 1905 is the coming of the Intelligence Test and its incorporation as an essential element in the general scheme of education. The researches of Binet and Simon clearly pointed the way to the attainment of a means of estimating innate intelligence. As a consequence, the Binet-Simon Scale has been the starting point for an enormous amount of original research.

Intelligence tests in connexion with school organization are found to be of great value as an additional factor in promoting children from class to class. It is evident that, as there is such a wide range of native ability in boys and girls of the same age, anything in the nature of a rigid chronological basis in school classification must be profoundly unsatisfactory. Not only that; imperfect classification may, and frequently does, inflict very serious injury on the misplaced child. The super-normal boy or girl placed in classes with children of the same age, but of markedly inferior ability, runs a great risk of becoming an exceptionally lazy person.

In the award of scholarships the intelligence test should play an important part. It is not sufficient to judge the candidate entirely by his educational achievement, which may simply have been the result of very careful preparation. It is necessary also to be assured that his native ability is such that he will be able to make good use of the facilities available at the place of higher education, for the admission to which he is a candidate.

A very promising direction in which intelligence tests may render invaluable assistance is to be found in vocational guidance.

The much-to-be-desired solution of this very difficult problem, which may play an important part in the future happiness of the child, appears to be on the high-road to realization. In 1926 a report was published of "A Study in Vocational Guidance by the Industrial Fatigue Research Board and the National Institute of Industrial Psychology," which marks an epoch-making advance in the interests of child welfare. The investigation was conducted under the direction of Prof. Cyril Burt.

The subjects of the experiment were all the children in a certain London borough (fifty-two boys and forty-eight girls), who were due to leave school within the next year. Their ages lay between 13 and 14.

As a result of the experiment, the type of employment considered most suitable for each child was suggested. The outcome of the inquiry speaks strongly in favour of the methods used. The scheme has proved workable, the results unexpectedly successful. Of those who entered occupations of the kind recommended, over 80 per cent are satisfied with their work, their prospects and their pay. Further, judged by the after-histories of the several children, those who accepted the advice given have proved more efficient and successful in their work than those who rejected the advice.

In the light of these investigations it is not unreasonable to hope that, in days to come, every boy (and girl) on leaving school will have reliable information as to the kind of work in which he can most effectively use the ability he possesses, with pleasure and satisfaction to himself and to his employer. In this case the hopeless situation involved in "the square peg in the round hole" will tend to disappear.

For many years it has been recognized that there has been a considerable amount of "marking time" in elementary schools, from 11 to 14 years of age. There has also been a strong feeling that adequate opportunity has not been given to boys and girls to express themselves in practical activities, and that for a large proportion of the children the purely academic nature of the curriculum was profoundly unsatisfactory. The Hadow Report emphasized this very unsatisfactory state of affairs, and recommended drastic changes in many directions.

The result has been a decision of the Board of Education to bring about a thorough re-organization of the schools. The scheme is admirably described in the Board's educational pamphlet (No. 60) bearing the title "The New Prospect in Education." It marks the first stage in the forward movement towards "secondary education for all."

The most important conclusions are the following:

(1) That primary education should be regarded as ending at about the age of 11, and that all children should then go forward to some form of post-primary education.

(2) That this second stage should as far as possible be organized as a single whole within which there should be variety of types.

The varieties of post-primary schools in large centres of population will be: (1) The ordinary senior school under a new head teacher with a change of curriculum and greater facilities for practical work. (2) The junior technical school with a direct leaning to a particular trade or group of trades. (3) The central school with a definite bias towards industry or commerce. (4) The secondary school with a higher standard of education for children who may remain under instruction up to the age of 17 or 18 years. In the secondary, central, and junior technical schools the break from the primary school is complete.

Clearly, the most difficult problem in this important scheme of re-organization is the ordinary senior school, which a large proportion of the children will attend. Much thought and wisdom will be needed from those in authority in deciding as to the best kind of senior school for each child.

In dealing with modern movements in education it is necessary to make a passing reference to the great possibilities offered by the cinema and the wireless. Experiments in various directions, are still being made to explore methods which may result in both playing a useful part in modern schemes of education.

The comparative failure of the so-called educational film in picture houses is largely due to the attempt to satisfy the student, and at the same time secure the interest of the larger clientele of the picture palace, the popular audience, which is rendered necessary for financial reasons. For educational purposes it is evident that the element of popular appeal must be subordinate to the instructional objective.

On the other hand, a valuable research has been carried out, aided by generous subventions by the Carnegie Trust and the National Council of Public Morals, to test the efficacy of the moving picture (film) as compared with the static picture (lantern slide) for teaching purposes. The result was that there appeared to be an advantage of about 20 per cent for the moving picture both for immediate and delayed memory tests.

Many schools have recently experimented in using broadcasted material as part of the general scheme of instruction with considerable success. It is probable that, in the days to come, the employment of the means of instruction offered by the cinema and broadcasting, either separately or together, will exercise increasingly useful functions in educational processes.

During the very fertile period of advance through which we have passed since our meeting here in 1905, many valuable movements in education have come upon the scene. I have only been able to touch very lightly and imperfectly on a few of the more important. I have found it very difficult in this brief survey to break away from the absorbing interest one feels in the claims of the young child for special attention. Had time permitted I should like to have dwelt for a short time upon the remarkable progress made in recent years in the organization of adult education in connexion with the University Extension Movement and the beneficent activities of the Workers' Educational Association.

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Personal Paragraphs

SIR JOHN SANKEY and Mr. Sidney Webb have both been raised to the peerage. The Lord Chancellor is well known for his interest in education; he is an Honorary Fellow of Jesus College, Oxford, and a Governor of Westminster School, while he has shown his affection for his old school (Lancing) in many practical ways. Mr. Webb, who has assumed the title of Lord Passfield, has, in collaboration with his wife, produced a remarkably valuable and comprehensive series of studies of the structure and history of our systems of government, local administration, and trades unionism. Besides serving on several Royal Commissions, he has actively helped in the development of the London School of Economics. At one time a member of the University Senate, he is now the Honorary Professor of Public Administration in the University of London. A month ago Lord Passfield delivered the Oration Day Commemoration Address at the School of Economics.

* * *

THE Council of Armstrong College, Newcastle-on-Tyne, has appointed as its principal (in succession to Sir Theodore Morison), Sir William Marris, K.C.S.I., K.C.I.E. Sir William, who was formerly a governor of the United Provinces, and is a member of the Council of India, was educated at Wanganui School, Canterbury College, New Zealand, and Christ Church, Oxford. His service in India since 1896 has covered many phases of administration and given him a very wide experience. In spite of his heavy administrative duties there, he was able to publish in 1912 a translation in English verse of Horace's Odes. His sympathies and experience well suit him for the task of enabling the college to take its full share in the varied work called for by the industrial area in which it is situated.

* * *

FIVE hundred former students of Somerville College, Oxford, were present at the jubilee celebrations held on July 6. It was announced that three old students had been elected Honorary Fellows. These include Miss A. M. Bruce, Miss J. M. Kirkaldy, M.A., and Miss Eleanor Rathbone, M.A., M.P. Miss Bruce, who is retiring from the office of Vice-Principal, entered it as a student in 1887; Miss Kirkaldy came up in the same year and is now Tutor in Natural Science to the women students of the combined colleges; Miss Rathbone entered college in 1893. Miss Kate Norgate was also elected Honorary Fellow for her valuable work in medieval English history. The new Vice-Principal is Miss Pope.

ON July 9, Dr. Albert Mansbridge was presented with a portrait of himself, which was given him by his friends and admirers. The presentation was made at the premises of the World Association for Adult Education by Bishop Gore, in the presence of a large gathering. Bishop Gore spoke highly of the disinterested service given by Dr. Mansbridge in the field of education.

* * *

MR. J. DRAKE, B.A., B.Sc., has been appointed headmaster of King Charles I School, Kidderminster. Mr. Drake, who is the Senior Physics Master at Rutherford College, Newcastle-on-Tyne, has taught in secondary schools at Chesterfield, Oldham, and Newcastle; he is a graduate in arts and science of London University, and a B.A. with honours in physics of Exeter College, Oxford.

* * *

MR. S. FARRAR, M.A., has been appointed headmaster of the County Secondary School, Bradford-on-Avon. Mr. Farrar graduated at St. Catherine's College, Cambridge, and has taught at Liverpool, Leyland, and Sheffield, where he is at present engaged as a master at the Central Secondary School.

* * *

AT the last meeting of the Education Committee of the City of Cardiff, Mr. J. J. Jackson, Director of Education, was presented with an illuminated album as a token of the Council's appreciation of his work as chief education officer in Cardiff over a period of thirty-eight years.

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MR. H. D. BARNES, B.A., of St. John's College, Leatherhead, has been appointed Lecturer in charge of the newly-inaugurated department, for the training of teachers in senior schools, at University College, Leicester.

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SIR CHARLES TREVELYAN, President of the Board of Education, has appointed Mr. M. P. Price, M.P., to be his Parliamentary Private Secretary.

* * *

MR. MORGAN JONES, Parliamentary Secretary, Board of Education, has appointed Mr. D. R. Grenfell, M.P., to be his Parliamentary Private Secretary. —ONLOOKER.

Correspondence

SALESMANSHIP AND ENGINEERING

In referring to the Conference of the Association of Teachers in Technical Institutions in your June number, you chide me gently for the provocative vigour of my presidential address and challenge me to deny that the establishment of the committees on Salesmanship and Engineering is "along the lines indicated by my association."

One cannot assert that these committees are of negligible value as a contribution to the solution of modern industrial problems, but I am compelled to reiterate that the establishment of a national co-ordinating committee—representative of industry, educational administration and teaching—is an essential preliminary if these committees, and any others likely to be established in the future, are to form part of a *concerted* and effective effort to restore our industrial efficiency and provide that employment so sadly needed in many industries. A national attack upon unemployment must employ every available arm and close co-operation between these arms must be secured. The representatives of industry have publicly testified to the indispensability of technical education to the health of industrial Britain, but up to the present we have been denied that closer contact between education and industry which is so desirable. A complacent optimism which regards the establishment of this link between the organizations of industry and the organizations of local education authorities and teachers as inevitable, is based upon something other than a survey of the events of the last few years. The recommendations of committees appointed by governments have sometimes undergone such free translation when interpreted into practice that the original cannot be recognized. My association hopes, as you do, that the new President of the Board of Education may accept the common findings of the Malcolm Committee and the Emmott Committee, but it is not disposed to count its blessings in advance.

Censure of my methods of procedure leaves me unmoved when the reproof is accompanied by a recognition of the "incontrovertible" nature of the "facts." I am not disposed to combat the new doctrine of your contributor that educational opinion must *follow* public opinion. I leave him to reconcile this view with the faith of *The Journal of Education* which looks towards the ideal of an intelligent democracy led by men of character and personality and which regards education as a

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means to the fulfilment of this ideal. In my impetuosity I would strive to influence both opinions, for I regard them as acting and re-acting one upon the other. If they alter because of the calmer persuasive methods of others, and in spite of the vigour of provocative presidents, I console myself by remembering that the heresies of one generation become the orthodox creeds of its successors, and that all heretics have not turned the other cheek to the smiter.

A. E. EVANS,
President, Association of Teachers in Technical Institutions.

Mr. Evans will forgive me if I say he reads more in my paragraphs than is really there. If he looks at them again he will see that I did not challenge him to deny that the establishment of the committees to which he refers is along the lines indicated by his association. I stated a fact which is undeniable. I also expressed disappointment that the Board of Education had not yet appointed the national committee to co-ordinate the new movements in connexion with education and industry. I will, if Mr. Evans desires, go further and agree that its establishment is a very desirable preliminary to the adequate functioning of other committees: but I shall also continue to insist that the development of local machinery in Yorkshire is a real advance. If it is not, would Mr. Evans say that he would prefer its abolition until the promised national committee is appointed? I can understand his impatience, of course, but I cannot allow that to cloud the fact that the advance has been made. If Mr. Evans calls that complacent optimism, I am sorry. I would call it a normal attitude towards something obvious.

Mr. Evans is unmoved because what he called my "censure" of his methods of procedure was "accompanied by recognition of incontrovertible fact." So be it. Experience teaches us all, nevertheless, that no matter how sound our case may be, it thrives or perishes according to our handling of it. Persuasion sometimes succeeds where the big stick has failed.

Is there any need for me to reconcile what Mr. Evans calls my "new doctrine" of educational opinion following rather than leading public opinion with the faith of this *Journal*? I would have imagined that the post-war period, at least, has shown some support to such a doctrine—especially in connexion with compulsory day continuation schools. We have not lacked evidence of the difficulty encountered when we try unduly to force public opinion. But the implications of that difficulty are precisely the reasons why this *Journal* does not relinquish its faith and will continue to work for, and to look forward to, the very ideal Mr. Evans describes.

THE WRITER OF THE PARAGRAPHS.

Geography for the School Certificate and Matriculation Examinations

BY A TEACHER AND EXAMINER OF WIDE EXPERIENCE

I.—EXAMINATIONS; TEACHING AND STUDY; THE SYLLABUS

IT has been well said that examinations may be good servants, but that too often they become bad masters. This may be all too true. Examiners are servants and are intended to be servants; they should never be allowed to become our masters.

There has been much criticism of examinations now for many years, in fact as long as I have been a responsible teacher, and that is now nearly half a century. I well remember the criticisms that were levelled in the 'eighties at London Matriculation, the Oxford and Cambridge local examinations, the examinations of the Board of Education (Queen's Scholarship and Teacher's Certificate of those days), and the examinations of the old Science and Art Department. I think they were even as much criticized as the examinations of to-day. In spite of this, examinations are still with us, and are likely to be; I do not yet see any altogether satisfactory substitute. Not that examinations, either in theory or in practice, are perfect; if they were, they would be all alone among human institutions.

I have taken part in more than one attempt to set up something in their place, and few of us who were concerned have been altogether satisfied. We have felt that examinations—those at any rate that are conducted in the modern and more intelligent way, and with the greater elasticity now applied both to the subjects and to the examinations themselves—have after all much to recommend them. For the present at any rate, we of the teaching profession must bear with them, as we put up with rates and income tax, and wet days on holidays, and fault-finding parents, and many other things which are British. They seem to be part of life's discipline for us.

I often find that those who criticize examinations most severely have little idea how modern examinations have improved—in almost every respect—compared with those of fifty or even thirty years ago. There has been an evolution of the examination, as well as an evolution of the school, the teaching, and the text-book.

I have come down from the days when there were teachers who said, "Oh, but that is not in the syllabus; and we must keep to the syllabus, you know." If there are any still left who are slaves to that extent, let me give them a bit of advice: "Put that syllabus in a drawer, lock it; and give the key to somebody else."

One of the best and most successful teachers I knew (I am going back almost twenty years) got wonderful results at examinations. We were once discussing our work in his lecture room and a point about the syllabus came up. I suggested we might refer to the syllabus itself. "I am afraid I could not find a copy," he said; "I never use one. I teach to the best of my ability, and leave it at that." Of course he was an excellent, tried and experienced teacher, and no doubt knew quite well in general what was required of his students; but I know he taught them many things, and encouraged them to study many things which had no place in the syllabus. He made real students of his class; gave them a love for the subject; encouraged fairly wide reading (within their limits); and his "results" were excellent.

My sympathies, however, always go out to the *young* teacher who is for the first time responsible for a subject, and who is naturally anxious about results, first of all because of the bearing of those results upon the future careers of his students, and also in no small measure because of the bearing of the results on his own reputation; and I would willingly do what I can to help such a teacher.

First of all, what about the syllabus? Well, this varies under different examination authorities, but there is sufficient which belongs to them all for us to find common ground; and the teacher will readily adapt his course to the particular examination. I hope we may assume that geography is taken for at least three years by those students who are offering it as one of their school certificate subjects. A good many of them must have learned something of the rudiments of geography in the primary or the preparatory schools before they came on to the secondary school. You may surely build on that foundation. It has been my privilege to see a good deal of geography teaching in primary schools for many years back, and not a little in preparatory private schools; and I must say that the teaching has altered almost out of all recognition compared with much that I knew many years ago. They were not all fools in the old days; they knew how to teach, and they were very keen, but their classes were big; their

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own training had often been meagre and narrow in its outlook; and the "powers that be" were not always sympathetic. I myself took a class out of school to study a real river. The study of a river was part of the "syllabus," and the teaching was supposed to be done by means of the old geography readers, and by the the use of maps. There was a real, jolly little river flowing almost past the school door, and we went to see it and learn about it. But the inspector threatened that we should lose our grant if we did that sort of thing! How things have altered!

I hope, too, that two periods a week are available for geography; I think this is a fair share, but it is a minimum share of the school time-table. Use these periods well; but do not spend them all on class lectures. I am old-fashioned enough to believe from a long experience that some class lecturing should be done. Properly used, a class lecture-lesson may be a great inspiration to the young students; and as a guide to future study, as a summary of knowledge already gained, as a synthesis of facts and principles, this type of lesson may be invaluable; but let your students acquire most of their knowledge themselves. Give them that independence which comes from doing things on their own; give them that confidence which comes from solving their own difficulties. This will make much better students of them, and in the long run they will be better citizens and more fitted to form judgments of their own on the problems of their day.

It is not fair to yourself that you should be responsible for "covering a syllabus"; and it is not fair to your students. Let them take on a good deal of responsibility, especially as they pass up the school; and let them realize that it is "up to them" to work their way through the course. At the same time always be ready and willing to help. Let your students feel that you are their adviser and helper; their real sympathetic friend in the class and in their study.

"How many class lessons would you give?" is a natural question, to which, however, there is no hard and fast answer. It depends a good deal on many things, and the proportion must vary from time to time. I should say that one in four is a good working proportion, always supposing that these lessons are judiciously used.

Before we come to the actual syllabus let me warn you against an error in tactics which costs many a young teacher a good deal of anxiety; this is trying to cover a syllabus in about the last year. Plan your course out for three or four years, and so arrange it that there is time and opportunity for a good deal of revision in the final year before the examination. One of the ablest inspectors I have ever met gave me as a young teacher a sound piece of advice; this was, "teach well; help your students to study wisely; and then revise, revise, and yet revise." This revision need not be in the least dull and monotonous; it is your task and privilege to make it pleasant, stimulating and thoroughly effective. In connexion with this I should hope that in many schools there is a third period per week available for geography in the final year before matriculation; if not this, let us hope that one extra period per fortnight may be available. By all means encourage your class to take part—a real, active part—in this summary revision. The equivalent of two terms is necessary for sound revision, and the course should allow for that.

And now for the syllabus. This varies with the different examinations, but there is a good deal in common between them. I think that *local geography* should be well done during the course. In this I should include the "land forms" illustrated in the district, such as mountain peaks, plateau-like mountains, whale-backed mountains; types of valleys, elementary ideas of longitudinal and transverse valleys, if there are any in the district; escarpments and dip-slopes; cliffs, coast lines; plains; lakes, artificial lakes; rivers and their courses; positions of towns and villages; railways, canals, and roads; something of the industries of the district, &c. All of which may read rather formidable, but it is not so in reality. It is a fine chance of "teaching" some elementary principles. Of course districts very enormously, but I have never yet met one which does not abound with points of interest; and, in any case, I think it is an incontrovertible first principle that local geography should be reasonably well done.

The British Isles as a whole of course should be studied fairly thoroughly. I do not mean an advanced critical knowledge, but such a sound elementary knowledge as boys and girls of 15–16 can clearly understand and apply in their studies of other lands. I have heard many criticisms in a long teaching career, from business men, professional men, and sometimes from parents. "Yes, your students know a good deal about Argentina, but they are not quite sure where Liverpool is." Probably it was nearly always very much exaggerated; or the critic had perhaps come across a young student who had not studied well, to put it mildly; but the teacher and the school usually got the blame; that is one of the perquisites of the teacher.

No two teachers will emphasize phases of study to quite the same degree; one has a leaning to physical geography, another is attracted by the economic side of the subject, while a third is keen on the association between geography and history. And of course districts vary so much. Students in East Lancashire must be impressed by the importance of coal mining, engineering, the chemical manufactures, and the cotton industry. Students in South Wales think much about coal mining, the export of coal, the manufacture of steel plates, the tin industry and its associates. Students who live, say, in East Sussex, must be impressed by the positions of Chichester and Arundel, and what they stand for in history. My point is that while a general elementary knowledge of the British Isles is gained by all—and is the right of all—there is no real reason why individual students should not indulge to some extent in that knowledge which makes a special appeal to them; and it need not be the same phase of home geography which is encouraged among all the members of your class.

I know a class of about fifteen students who at the moment are making a study of the British Isles on a plane of about the intermediate arts or science examinations. I was privileged to see some theses which members of that class had recently written; one had written with discrimination, knowledge, and sympathy, on industrial Tyneside; another had been attracted by the scenery of the Lake District (surely a glorious subject); while a third was discussing the garden cities of Hertfordshire. But some care has been taken that all these students have a fair general knowledge of the British Isles. Geography is wide enough to allow of special studies in addition to the general elementary grounding; but with your school certificate students I should not allow the specialization to go too far.

I cannot conceive a school-leaving examination which really allows the home country to be neglected; and I quite agree with those examinations which insist on some compulsory questions. There should, of course, be wide choice here as elsewhere. I happen to know the School Certificate Examination of the Northern Joint Board most intimately; that well-organized and well-conducted examination usually gives three questions on the British Isles; a candidate is expected to answer one, though I believe he may answer all three if he wishes. I have also some personal knowledge of other examinations of that grade, and similar principles hold in them.

For a good first reading of the text-book on the British Isles two terms should be quite sufficient, and in that time it should be possible to gain some knowledge of the different kinds of maps used in our country. The one-inch, half-inch, and quarter-inch maps should be used to illustrate some of the study and teaching. The subject of maps will come up again in a later article; here let it be said that no course which included a study of the homeland could possibly omit a knowledge of, and the use of, our

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excellent ordnance maps; and the maps of the home district should, of course, be in constant use.

Geography of Other Lands. It is here where examination demands vary and where no set course can be recommended for all schools alike. One thing which goes almost without saying is that there should be a general elementary study of the whole world, including in it some elementary physical geography, or if you prefer to interpret it so, some elementary principles of geography. The general build of the great land masses should be well known, including a fair knowledge of the Alpine mountain ranges, the chief shield lands, the crust blocks and other plateaux, the continental plains and intermont plains.

An elementary knowledge of the chief rivers should be acquired, with an illustrative closer study of a few of the more important ones. The teacher will use his own judgment, but as examples he might do worse than select the following: Rhine, Danube, Yenisei, Yangtse, Ganges, Nile, Murray, St. Lawrence, Mississippi, and Amazon. Similarly, a general knowledge of the lakes should be gained, again selecting a few for special study, such as the great lakes of East Central Africa, the great lakes of Southern Australia, the lake system of the St. Lawrence. Lake Baikal, the Dead Sea, &c. Distinguish between lakes which have no external drainage and those which drain to the open seas.

Similarly a study of the elementary principles of climate as illustrated in the continents is no difficult matter, and is obviously quite necessary to understand the distribution of natural vegetation, and the general principles of agriculture. I would like to emphasise that all this should be done only on a fairly elementary plane, but thoroughly so far as it goes. For example, I should not encourage the study of insolation, or the use of such concepts as are involved in the term isallobars; neither would I press for a study of the stratosphere or the upper air generally; I should not go beyond the general elementary principles that hold in the lower atmosphere. I think the advanced studies mentioned above may well be left to a post-matriculation study.

In a country which depends so much upon supplies from overseas it would be inexcusable to neglect some elementary knowledge of where the really important things come from. Importing as we do four-fifths to five-sixths of the wheat and wheaten flour we use, it is surely important that the young people should know something about where and why wheat is grown and exported to us. This is only an example. Tea, coffee, cocoa, rice, fruits (the most important of them); cotton, wool, rubber, timber, and wood pulp; petroleum; the ores of iron, copper and tin, gold; all these are among the everyday things we use; our world would stop without them; hence there should be some study of them. I do not suggest that the geography teacher should give lessons on all these topics; that is neither necessary nor desirable. The students should read and study for themselves, using their atlases continually; and they may show the teacher a summary of their study on some of the very cheap outline maps which are now available.

In addition to a general world study, to which three terms may be devoted, most schools find it possible to spend at least a full term on a more highly specialized study (but by no means a really advanced one) of one or two continents or regions or groups of regions; in this a considerable variety of choice is possible. In order of importance to British students I should suggest such groups and regions as the following:

(1) The *Self-Governing Dominions* of the *British Empire*, together with India. These should be studied as parts of the continents to which they belong, except, of course, Australia and New Zealand. Canada is a representative part of North America, and the four great physical units in its structure cannot be studied apart from North America as a whole; I mean the Canadian Shield, the Canadian part of the Appalachian System, the great plains, and the Western System of Alpine mountains and plateaux. I should include Newfoundland and its share of the Labrador region in the study, although it does happen to be independent of the Dominion of Canada in its government. Similarly with India and Ceylon as part of the great monsoon region of South-Eastern Asia; and the Union of South Africa as the most important part of the south of that great continent.

(2) *Europe;* a complex continent, not very easy to analyse, especially in its structure; its climate is much easier; it political units are well nigh hopeless, but there they are, and our young people must pass into a world which must deal with them. Hence the political map should not be neglected, although it does not lend itself very well to a study on the plane of these students of 14–16 years of age or thereabouts.

(3) *North America;* a very important continent; not too difficult of study; much easier than Europe. It contains a very important dominion of the British Empire, and also that very powerful British-speaking nation, the United States, with which we have, and ought to have, so much in common. And quite by the way, I should not encourage the use of the name "America" for the United States of America. Call it the United States if you will, but there is no justification for the loose use of the name America when the United States is clearly meant; that practice is all too common, among politicians especially.

(4) *The Monsoon Regions* of Asia, including India, Burma (which is part of the Indian Empire), Ceylon, The Malay Peninsula, Siam, French Cochin China, China Proper, Manchuria, Korea, and Japan. Here are probably about five elevenths of the population of the whole world; and such a region is bound to be important.

Among these four groups or continents there is ample choice and the geography teacher will probably feel that there is almost too much choice rather than too little. After taking into account our peculiar position as the nucleus of a great empire, which puts upon us as a people very great responsibilities, I should feel inclined to choose (1) in the above list. We cannot "govern" a great empire unless we understand it; we cannot play our directing part in the Commonwealth unless we have knowledge of its varied needs and something of its outlook. "The Age of Democracy" has come, and what an awful power democracy will become if it has not understanding! There is now grave responsibility thrown upon the teacher of geography in our upper schools. Let the teacher remember that the great bulk of his students will not go on to the university, and a good many of them will carry the ideas they have acquired in the secondary school into their responsible life as voters later.

After the study of "The rest of the World on broad lines only," to quote from the syllabus of the Northern Joint Board for example, with slightly greater emphasis on Europe and North America, a term spent on the British self-governing dominions and India will, in my judgment, round off a full and satisfactory course of teaching and study for the School Certificate, including a qualification for matriculation if the right selection of subjects has been offered. I hope to develop some methods of study and to offer advice as to the text books, atlases, &c., in later articles.

Appreciation of the steps now being taken to increase by educational means the efficiency of all concerned with Advertising, was the keynote of the speech made at the recent Advertising Convention at Newcastle-on-Tyne by W. Henderson Pringle, M.A., LL.B., Principal, City of Birmingham Commercial College and Secretary of the Association of Principals of Technical Institutions. Mr. Pringle stressed the importance of systematic instruction for advertising consultants, to be tested by examination, and pointed to the developments in secondary education, and the competition for overseas markets as justifying the schemes prepared by the Education Committee of the Advertising Association.

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Formal Training*

I.—THE PSYCHOLOGICAL ASPECT

By Prof. CYRIL BURT

THE traditional view, known as the doctrine of "mental discipline" or "formal training," assumes that the effects of mental exercise are general. It maintains that, by practising a mental capacity on some particular subject, we strengthen that capacity as a whole, and so improve its efficacy for any subject on which it may be employed in future. Thus, it has been claimed that the teaching of mathematics trains the powers of reasoning, so that the child becomes more logical, not only in dealing with other branches of the curriculum, but also in dealing with the problems of everyday life.

In the past this doctrine has been widely held among teachers and educationists; but during the last twenty years it has been severely criticized on the basis both of general theoretical principles and of experimental results.

The theoretical objections run briefly as follows: Mental processes (those of memory, for example) do not depend upon simple capacities—"faculties" lodged in some phrenological organ of the brain; and, even if they did, we should have to conceive those capacities as already determined at birth and unalterable in after-life. Rather, it is said, the processes of the mind consist essentially in specific associations between definite situations and definite responses, these associations being due to the formation of particular nerve-paths within the brain. Clearly, the formation of one set of nerve-paths cannot influence the formation of another set of nerve-paths, unless they themselves are linked by similar associations.†

The experimental studies have been numerous. They have dealt chiefly with such mental functions as memory, discrimination and manual dexterity, and with such educational subjects as arithmetic, grammar, geometry, science, and Latin.‡ Two restrictions should be noted. First, in the experiments which endeavoured to isolate elementary psychological functions, it is important to realize that the investigators deliberately simplified the situation, and eliminated, so far as possible, emotional factors like interest or ambition: hence it is not always fair to apply direct to classroom conditions results obtained in the psychological laboratory. Secondly, the experiments on educational subjects have dealt almost exclusively with the influence of one school study upon another: they have not attempted to evaluate the effect of such studies upon the learner's interest, enjoyment and efficiency in after-life.

The position reached may be stated thus: No psychologist would doubt that under certain circumstances something very much like transfer of improvement undoubtedly takes place. Accordingly psychologists are now concerned rather to criticize the popular explanations of such transfer, and to deny that it occurs so freely and so widely as has previously been assumed. Hence in the most recent investigations the object has been, not so much to discover whether there is any such thing as a transfer of improvement, but rather to discover what are the factors and conditions that mediate or promote it.

The current view can be summed up as follows: Transfer of improvement occurs only when there are *common usable elements*, shared both by the activity used for the training and also by the activity in which the results of that training reappear. The more the influenced and the influencing activities resemble one another, the greater the influence is likely to be. Practice in subtraction will improve accuracy in division, because the latter involves the former, but it may have little or no effect on accuracy in multiplication. The study of Latin will aid the study of French, because many French words are derived from Latin roots, and because many of the methods of work used in learning Latin—*e.g.* the use of a dictionary—will also be required in learning French.

The "common elements" may be elements of (i) material; (ii) method; (iii) ideal; they are most "usable" when they are conscious.

In the laboratory experiments, it would seem that these common usable elements consist in a partial identity of material rather than of mental function. The fact that items of information, acquired during the training, can be usefully applied again in the subsequent tests is quite likely to produce an improvement in those tests as a result of the preceding training. On the other hand, the fact that the functions employed in both training and test are popularly called by the same name—"imagination," "observation," "memory," or the like—is no guarantee that general improvement will be secured.

In the more concrete experiments dealing with school studies, it seems clear that the common usable elements may arise not only from partial identity of material, but also from a partial identity of method or procedure, and sometimes from a partial identity of ideal and aim. Hence it appears probable that in the schoolroom the most important agencies in transfer are such things as generalized attitudes and interests, generalized modes of attacking mental problems, generalized schemes of thinking, useful moral habits and serviceable maxims of logic.

These conclusions have been succinctly expressed by Prof. Godfrey Thomson and Prof. Nunn: "Transfer of training appears, to put it cautiously, to be much less certain and of much narrower spread than once was believed. Subjects of instruction will not therefore be included in the curriculum lightheartedly on the formal 'discipline of the mind' argument. Other things being reasonably equal, useful subjects will have the preference."* "We conclude that the training produced by an occupation or a study consists primarily in a facility in applying certain ideas and methods to situations of a certain kind, and in a strong tendency to bring the same ideas and methods to bear upon any situations akin to these."†

The influence of conscious recognition has been made amply clear by recent experimental work. Here lies a principle which is of special interest to the teacher. A common element is more likely to be usable if the learner becomes clearly conscious of its nature and of its general applicability: active or deliberate transfer is far more effective and frequent than passive, automatic, or unintentional transfer. This seems especially true where the common element is an element of method rather than of material, an ideal rather than a piece of information. Accordingly, when practice in reasoning about physical sciences improves the child's power to reason in biological sciences, this occurs not because his reasoning faculty as such has been strengthened, but because the habits and general notions of procedure which he has learnt in the first field are again consciously brought into play in the second field. Merely to practise a child in accuracy of scientific reasoning by quietly correcting his errors and merely repeating the exercises will not of itself produce any generalized power of reasoning logically; but if incidentally the child is encouraged to form an ideal of

*From a report presented to the Educational Science Section of the British Association by a Committee of the Section, July 26, 1929, South Africa.

†Compare Thorndike, *Educational Psychology*, vol. ii. pp. 359 and 418.

‡For a recent summary of these experiments, see Whipple, *Twenty-seventh Year Book of the National Society for the Study of Education*, Part II, pp. 186-197; Sandiford, *Educational Psychology*, pp. 279-289. Thorndike's elaborate investigations ("Mental Discipline in High School Studies" and "A Second Study of Discipline in High School Studies," *Journ. Educ, Psychol.*, xv. 1924 and xviii, 1927) deserve special mention as among the most elaborate and the most recent.

*Thomson, *Instinct, Intelligence and Character* (1924) pp. 144, 145.

†Nunn, *Education: its Data and First Principles* (1920), pp. 210, 211.

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accuracy in reasoning, and to study its implications, he may try to live up to that ideal in every department of life.

It follows, therefore, that what chiefly assists the spread of training is not the mere perception of facts, but the perception of relations between facts: and this is something more than mere mechanical association. "There comes first an unconscious employment of certain principles or ideals. These gradually become clearer and more definitely outlined. They are recognized by their owner and named, and thereby gain tremendously in effectiveness and in transfer-power. This recognition must, however, await the slow growth of the idea to be recognized. The teacher cannot put the words into the pupil's mouth—or rather, unfortunately, he can do so, but if he does it too early he will give mere words. . . . In general, the rule appears to be that any teaching which makes the pupil more conscious of how successful results are obtained is likely to assist transfer."*

The practical corollary is obvious. Teachers should arrange the work of their pupils and their own mode of teaching so as to lead their pupils to recognize clearly the methods by which efficient work is done. Further, it follows that the intelligent child, who can perceive relations spontaneously, who can generalize his methods and re-apply them on his own initiative, is likely to show a wider transfer than the dull child. With the dull the teacher can hope to do little more than implant specific memories and specific habits that will be definitely useful in and for themselves, and, so far as possible, impress upon the child how these memories and these habits may subsequently be applied.

II.—SOME PRACTICAL APPLICATIONS

By Prof. F. A. CAVENAGH

The educational implications of the foregoing paper are clear. We can no longer retain any school subject solely on the ground that it provides "mental discipline," nor should we speak of the "educative value" *of a subject*. Educative value exists not in the subject *per se*, but in the way in which it is studied. It consists (to use another favourite expression) in "learning how to think," in forming interests or sentiments about a subject, and in building up such habits as perseverance, independent attack of problems, application of previous knowledge, &c. Any teaching which fails to foster such mental processes is uneducative, however much information it may succeed in driving in, and whatever examination results it may gain. Indeed, these considerations provide an additional argument against the dominance of examinations, since they tend to encourage either cramming, which can only induce the habit of further cramming, or spoon-feeding, which will produce habits of mental dependence, credulity, and inertia.

It cannot, however, be denied that a good deal of knowledge has to be acquired at school, either for the needs of life or as a basis for higher study, which depends largely on rote memory, and which cannot be taught in an "educative" way. That is inevitable. But we should at least reduce such work to a minimum, and we should take care that everything which admits of intelligent teaching is so presented. Under present conditions teachers often avoid what they know to be the right method because it would take too long, and because the use of it would prevent them from covering the examination syllabus. After the examination the knowledge frequently vanishes; and as the children have not gained the desirable sentiments and habits their schooling avails them little in after-life. It is no exaggeration to say that the modern mania for examination results not only wastes thousands of pounds of public money, but renders many recipients of secondary education less cultured and efficient than they might have been without it.

The same holds at the university level. An honours graduate, if he is superior to a pass man, is superior not because of his greater knowledge, but because he has had less inducement to cram and more opportunity to get genuinely interested in his subject and to form conscious ideals of method. But a student who comes to the university with all the interest knocked out of him and with no habits of independent study, will certainly not take a high place in an honours degree; hence the very disappointing record of many who enter with a "brilliant" school record. And those who deal with post-graduate students must regretfully admit that the lecture-plus-examination methods of the modern university can be no less stultifying. And further, as teachers are largely recruited from the victims of these methods, the evil is perpetuated.

It thus appears that this generalized "transfer" exists, and that it can cut both ways. If education consists in "what remains after we have forgotten all we learnt," it may be no more than a dislike and contempt for any serious mental pursuit, for anything "high-brow." On the other hand it may mean activity of mind and the capacity for finding interest in any task and for constantly increasing the circle of one's interests.

If, as seems true, every subject can be studied in such a way as to create the right habits, then every subject can, on general formal grounds, claim a place in the curriculum. Selection will then depend on the intrinsic value of each subject; and this depends in turn on the proclivities and future needs of individuals. There are no absolute values, and it is waste of time to argue as if there were. While everybody needs a certain humanistic basis, many cannot travel far on this line, but require scientific or technical subjects. The actual subjects are comparatively unimportant; any subject well taught will provide some beneficial "transfer," any subject badly taught will do harm.

III.—THE DISCIPLINARY VALUE OF LATIN

By Prof. R. L. ARCHER

The traditional claim of Latin to a large place in the curriculum for its disciplinary value has often suffered from three defects:

(i) The range of the effect has not been defined. It has been alleged that it produces all-round "accuracy," whereas, if "common usable elements consist in a partial identity of material," the improvement must be largely confined to the use of language.

(ii) The stage which must be reached before the effect is produced has not been sufficiently defined.

(iii) The importance of the pupil's emotional attitude has been ignored.

If these points be taken into account, we believe that a limited but important claim for Latin can still be substantiated.

(i) Thomas Arnold, unlike many of his contemporaries, limited the effect to the use of language and particularly of the pupil's own language; and he attributed it largely to translation from the vernacular into Latin. Owing to the superior exactitude of Latin, it is claimed, a pupil who is intent on so translating a passage into Latin as to bring out its exact force has a stronger motive for analysing its precise meaning than can be secured by any other device. Such analysis becomes an unconscious habit, and, however dissimilar may be other situations which require an analysis of an English passage, the material (the English language) is the same. Latin prose thus isolates an element which appears in many situations and secures a definite

*Thomson, *ibid.*, p. 143.

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objective in teaching, and it is this which is meant by formal training.

The history of modern languages further suggests that familiarity with Latin literature has affected their style. Sometimes this effect has been bad, *e.g.* when it produced excessive imitation of Cicero; but on the whole it has made for desirable elements in "form," such as the absence of exaggeration and emotionalism.

More doubtful is the claim put forward for Latin at its early stages that, as in deciding the form of a Latin verb you have to consider its conjugation, voice, mood, tense, and person, and a mistake in any of them vitiates the result, a habit is set up of considering all relevant factors, in deciding *any* issue. One could not affirm that this result never occurs, but, as there is no identity (or even similarity) between the situation in which the habit is acquired and that in which it is hoped that it will operate, it is possible only if such care becomes a conscious ideal with considerable emotional strength.

(ii) Of the three possible effects which have been considered in the last section, only unsubstantiated third could affect the early stages. The first appears valid, but the benefit begins only about the matriculation stage and applies to the abler pupils; that of the second begins even later. The second is thus for specialists; but the first establishes a claim for Latin as a part of general education for those who are likely to continue the study to the matriculation stage, if the answer under the next heading is favourable.

(iii) So little was the third point recognized that old-fashioned arguments almost suggested that it was the very uncongeniality of striving to be accurate which constituted the value. If the modern point of view be adopted, it becomes probable that many pupils have not enough of the general factor in ability (which appears to enter into the learning of Latin very considerably) to make sufficient progress to acquire the necessary desire for accuracy and the readiness to make the effort willingly. But this objection does not apply to matriculation candidates taught by an inspiring teacher.

The claim has thus been greatly reduced, but does not altogether disappear. Although much of our reasoning has taken place intuitively and without words before we throw it into language, throwing it into words is usually essential for ourselves and always for conveying the argument to others; and the untrained mind often works out its arguments entirely in verbal terms and is at the mercy of language. Thus, in most subjects, accurate analysis of language is an indispensable factor, though only one factor, in accurate thought. On the other hand it cannot be maintained that it is only through Latin that such power of analysis can be trained.

In Defence of Modern (and Some Very Ancient) Art

By GUY KENDALL, M.A., Headmaster of University College School

THE Dean of St. Paul's, writing recently on "The triumph of ugliness," in *The Evening Standard*, had a good deal to say about the contrast of ancient loveliness with the modern lack of beauty. No one will disagree with his censure of the prevailing squalor at the Piraeus, and in a lesser degree at Constantinople. But when he puts ancient and modern art into competition, he is on more debatable ground, and his general views of the fundamental principles of art and beauty seem distinctly unsound. I venture to criticize him rather on this ground than because I was a member of the same expedition to Hellenic lands and came back with different impressions.

First he surprises us by reproducing the old illusion that all the Athenians went about looking like the sculptures on the Parthenon. Matthew Arnold was subject to the same delusion when he wrote, "There were no Wragges by the Ilissus." You have not to read far in Aristophanes or the private speeches of Demosthenes to be aware that there were plenty of them, even if we ignore the slave class. The Dean thinks that the fifth century sculptures are evidence of a prevailing and constant type of beauty among the Athenians. Mr. E. F. Benson has further informed us that the type is still to be found at Melos, and indeed it is obvious that the straight nose would not have been standardized if the snub variety had been the commoner. But even so, the evidence is not complete, for the type which was conventionalized in the preceding century is distinctly different. The obvious truth is that Phidias and his school were interested, not in features, but in a more or less abstract form expressed in terms of limbs and draperies. The face was therefore conventionalized. When a Greek sculptor does give us a portrait, it does not always present the regular type of feature which we see on the Parthenon frieze or pediments, or any of the statues of the gods. I cannot, indeed, think that, if all the Athenians had conformed to the conventional type of feature, their faces would have interested us much. But if you are chiefly interested in form and line, you naturally adopt a neutral type of face. What would the famous charioteer of Delphi—perhaps the finest single statue of antiquity—have looked like, if, above the severe lines of his belted garment, he had been presented with a face full of character?

It is strange how people become hypnotized with the art of the fifth century, B.C., especially the latter half of it. That century certainly did produce some magnificent masterpieces; possibly some of the sculptures of Olympia and Selinus even surpass those of the Parthenon. But it is possible to feel far more interested in the archaic room in the National Museum at Athens than in those which contain the sculptures of the fourth and later fifth centuries. There is in that room a statue, probably prior to 500 B.C. Its proportions are strange, for at first sight, owing to the enlargement of breast and hips, you take it to be the statue of a woman. But the wonderful modelling of its rather rudely fashioned head give it a majesty which is nowhere to be seen in the athletes of Myron and Polycleitus, nor in the pretty creations of Praxiteles. And yet you cannot anywhere find a photograph or picture postcard of that masterpiece. Because its physiognomy is strange, no one stops to look at it. On the other hand, you may stand in front of the "Diadoumenos" of Polycleitus and wonder if it is the original or a copy. That sufficiently condemns the workmanship. Before a work of Michelangelo you cannot have a doubt.

The Florentines, it is true, paid more attention to feature. Even at the Renaissance something remained of the medieval tradition which Browning so well embodies in his verse:

"Give me no more of body than shows soul."

That, in fact, was where the sculptors of the second half of the fifth century went wrong. They became so interested in the problem of representing accurately and faithfully the lineaments of the human body that they ceased to show any soul at all. There is much more soul in some of the conventional statue portraits of Egypt, and far more in the pre-dynastic Egyptian art or in the frescoes of Knossos than in the athletes of Polycleitus.

Then the Dean has hard things to say of modern sculpture and painting. He can see nothing in it but the crude efforts of a child. Some of them are, it is true, rather self-consciously childish, and the cult of the naïf has certainly gone too far. But the truth about art is that it is largely independent of progress in technique. The cave-men had the most primitive tools, and consequently in anything that

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depends on mechanical skill they had nothing to show. But art is singularly independent of mechanics, and they had quite enough material at their command to achieve works quite remarkable in design and composition. The moderns have merely been concerned to revive and emphasize these two elements of art. It has sometimes been remarked that the design is to be found in the "great masters", such as Titian and Raphael, just as distinctly if you look for it; but with them it is deliberately concealed, whereas in the moderns it is naked and unashamed. But some one observed, at the recent exhibition of Dutch art at Burlington House, that van Gogh is much nearer to the great Dutch artists of the seventeenth century than anything that intervenes: for his lines are firm and distinct. In the nineteenth century you find no firmness or decision of line at all. The artists of that century were much too much occupied with representation of the photographic kind to think of design. There are, of course, exceptions, such as Rossetti. And this leads me to mention that it would hardly be less absurd to suppose that the Greeks all looked like the Parthenon frieze than that all the maidens of mid-Victorian times had lips like the subject of "Fiammetta." Rossetti and Burne-Jones took a type and standardized it (some would say idealized). Phidias did the same. In his case the model may have been Pericles, for his is the one portrait that seems akin to the conventional type. My point is that it was not so much the type of face as its setting and accompaniments that really interested the artist.

When the Dean denounces the moderns, I cannot help wondering whether he saw the remarkable portrait statue by Mestrovik in one of the public places at Spalato. That is alive in a way in which neither the "Diadoumenos" nor the "Diskobolos" is alive, because the artist was interested in a man, not merely in a type. If the Dean could go and see the exhibition of contemporary statuettes shown at the time of writing at Heal's and see nothing in such a work as the Adam and Eve (not a consummate work of genius, but just an honest piece of statuary), then I despair of coming to terms with him. The truth is that when people with equally-developed aesthetic senses disagree fundamentally about art, it is because they are looking for different things. If you are looking for scientific accuracy, you should go to an exhibition of photographs or anatomical diagrams, not of pictures or sculpture. This difference of interest was well illustrated during the war, when a naval man told me that he had been round the Academy, and not one of the naval pictures was accurate in its placing of the guns. Of course to the naval expert their position was everything. To the artist, if he was a real artist, it mattered not a jot What he wanted was characteristic form or colour. "You must get rid of this fallacy of *things*," said an artist who was initiating the present writer.

I have said that I agree with the Dean about the squalor of Piraeus and Constantinople. But even when we deplore the invasion of "industrial civilization" (the word civilization in this connexion always sounds ironical), we must remember that without the factories of the Piraeus, and what they stand for, neither he nor I would probably have been able to visit the Acropolis. What the factory and warehouse need is to be kept in their proper place—a place some way apart from the relics of ancient or medieval civilization. In their right place they can even be beautiful. It is one of the chief triumphs of that modern art which the Dean despises that it has found beauty in the factory and canal. They say, too, that there is often great beauty —of the "structural" kind—in the skyscraper and the American city in general. And is there nothing to be admired in the Bush building?

Art, ancient and modern, is all right so long as it is honest—so long as it does not use itself as ornament to cover up inherent ugliness of design, but tries to express the true meaning of a building or a human form and does not attempt to be either scientific or photographic.

I rather suspect, though he does not mention it, that the Dean must have been among those who were greatly pleased with the decadent high reliefs on Alexander's sarcophagus at Constantinople. They are very exact portraits of men on horseback, but they are also well on the way to the art of Madame Tussaud's.

Predicting School Achievement

By David W. Oates, M.A., Headmaster, Municipal Secondary School for Boys, Newport, Mon.

A. Introduction

A NUMBER of education authorities make some use of intelligence tests in their entrance scholarship or free place examinations for admission to secondary schools, but very little systematic effort has been made to determine the relative efficiency of these tests as compared with the usual written tests in arithmetic and English for the purpose of indicating the candidates best fitted to profit by a course of secondary education. The recently published pamphlet No. 63 of the Board of Education on Free Place Examinations, emphasises the recommendation of the Consultative Committee on "Psychological Tests of Educable Capacity,"* that "the value of intelligence tests in selecting younger children for free places, for entrance to secondary schools, and for admission to central schools, should be investigated by tentatively adding group tests to the customary written examinations; and that the relative merits of the two sections of the examinations should be estimated by calculating the correlation between the separate results and the subsequent development of the pupils." The Board of Education in this publication adds that "any such investigations carried out by Local Education Authorities, or Secondary Schools, would be of great value." †

For the past eight years the present writer has added intelligence tests to the usual written examinations as an experiment. In view of the division of opinion upon the value and suitability of these tests for purposes of selection, it was felt that it would be premature to make any definite use of the results of these tests in making the awards; the scholarships were, therefore, awarded on the results of the written examinations and the marks gained in the intelligence tests were used only in determining the order of admission to the secondary school of boys bracketed on the border-line of success. About sixty boys were admitted to the school each year on the results of the examinations, and careful records were kept of their subsequent development and progress through the school. Three of these groups have now passed through the school, namely, those admitted in the years 1921, 1922, and 1923. An analysis of our results, therefore, affords some interesting data which should contribute towards a solution of the problem under discussion.

B. The Tests Used

1. The written examination consisted of a paper in English, including composition, and a few easy questions in English, and two papers in arithmetic, the first consisting of twenty-four examples to be worked mentally, and the second consisting of eight problems of the usual type.

2. The intelligence test consisted of a series of five or six tests each year of the following type—analogies,

*H.M. Stationery Office, 1924. Recommendation 23, page 141.
†"Free Place Examinations," page 55.

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number series, cipher, best reason, completion, reasoning, obeying instructions. They were based on the well-known tests devised by Burt, Ballard, and others, and need not be described in detail here.

C. Analysis of Results

In this paper we are not directly concerned with the reliability and validity of the intelligence tests as tests, questions which have been fully investigated. Nor are we concerned with variability in the written examination introduced by the examination paper, the examiners' fallibility as seen in differences in standard of marking, or variations in the pupil due to accidental or fluctuating influences. Every precaution was taken to avoid possible causes of error by controlling the conditions of the examination, and by a systematic scheme of marking to provide uniformity of standard and by checking devices. An analysis of the distribution of scores in the different papers, which need not be quoted here, yielded satisfactory results.

1. We can accept as a measure of the ability to profit by secondary education the results of school terminal examinations, and the results of the First School Examination, which in this case was the Oxford University School Examination. The evidence on the basis of the school terminal examination can best be indicated by calculating the correlation between the results obtained in the entrance scholarship examination and the school terminal examination in the fourth year of the course on the one hand, and the correlation between the results of the intelligence test at entrance and the fourth year school terminal examination on the other. The correlation between the written examination and the intelligence test at entrance is also given in the table.

TABLE I

	1921	1922	1923	Average.
Entrance Examination and Intelligence Test	·151	·618	·412	·340
Entrance Examination and Fourth year Examination	·452	·402	·315	·389
Intelligence Test and Fourth year Examination	·195 (·266)	·447 (·489)	·199 (·309)	·280

The coefficients are higher throughout in 1922 than in either of the other two years. The average coefficients for the three years are given, and these will best indicate the relationships in which we are interested. It is evident that the written entrance examination is a little more closely related to the school examination in the fourth year, with which it has a correlation of ·389, than it is to the intelligence test taken at the same time, with which it has a correlation of ·340. The written examination at entrance also has a distinctly higher correlation with the school standing at the end of the fourth year than the intelligence test result has, the coefficients being ·389 and ·280. It appears, therefore, that the customary written examination is a better indication of probable success in the secondary school than the intelligence test is, though the latter if less effective is also to some degree related to success in the school course.

2. We may next take the Oxford University School Examination results as a measure of school success, and examine our results by an analysis of the marks gained in the written examination and in the intelligence test at entrance, by those candidates who succeeded in passing the first school examination of Oxford University in the four years of the ordinary school course. Candidates at entrance were divided into seven groups according to their position on the list in each of the two types of test, and the percentages of successful candidates in the school examinations falling into each of these groups in each year are given in the following table.

TABLE II

Distribution at entrance of subjects taking the school Certificate in four years

Position	1921	1922	1923	Average for three years
Written Examination				
1–10	41·7	43·5	18·75	36·5
11–20	20·8	21·7	18·75	20·6
21–30	25·0	17·4	6·25	17·4
31–40	12·5	17·4	25·0	17·4
41–50			12·5	3·2
51–60			12·5	3·2
61–70			6·25	1·6
Intelligence Test				
1–10	29·2	43·5	43·75	38·1
11–20	12·5	30·4	12·5	19·0
21–30	16·66	13·0		11·1
31–40	16·66	8·7	12·5	12·7
41–50	12·5	4·4	6·25	7·9
51–60	12·5		18·75	9·5
61–70			6·25	1·6

All the successful students are within the top forty in the written examination at entrance in 1921 and 1922, whereas 25 per cent and 4·4 per cent fall below these positions in the intelligence tests in these two years. Neither the written examination nor the intelligence test in 1923 was as successful in forecasting success in the first school examination. 31·25 per cent of successful students were below the first forty on the list in both written examination and intelligence test. In the entrance examination in 1923, therefore, the written examination and the intelligence test would have been equally reliable indicators of ability to profit by secondary education as determined by success in the first school examination. If we consider the total results for the three years we obtain fairly sound evidence of the relative reliability of the two types of test as measures of the probable success of the candidates in the secondary school. Let us assume that at entrance we were selecting a form of thirty boys to prepare for the first school examination within a period of four years; then, if we selected on the basis of the written examination, 74·5 per cent of the successful candidates would be included, and 25·5 per cent of successful candidates would be excluded. If we selected our form on the results of the intelligence test alone, 68·2 per cent of the successful candidates would be included, and 31·8 per cent would be excluded. There is thus on this basis of calculation a balance of 6 per cent in favour of the written examination. On the other hand, when we consider that the written examination consists of an English paper and two papers in arithmetic, which together occupy practically the whole of a school day, whereas the intelligence test is completed in forty-five minutes, this result is evidence of the relative value of the intelligence test.

3. It is suggested in the Board of Education pamphlet on "Free Place Examinations," that in some cases the marks gained in the intelligence test are added to the marks gained in the written examination, and the scholarships are awarded on the final result. If we add the intelligence test scores to the marks gained in the written examination we get the following coefficients of correlation for the combined result with the result of the fourth year school terminal examination—1921, ·572; 1922, ·465; 1923, ·325. In each case this coefficient is higher than the correlation of the written examination alone with the school terminal examination the average increase being ·065. The combined marks are apparently, therefore, a slightly better forecast of probable school achievement than the result of the written examination alone. The increased accuracy of prediction resulting from adding the two sets of marks,

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however, is too slight to encourage the adoption of this course. It appears preferable, on these tentative results, to regard the intelligence tests as a source of data derived from a distinct viewpoint, which provides an additional contribution to the attempt to estimate the capacity of a pupil to do intellectual work of particular value, in the analysis of special cases.

D. Non-Intelligence Factors

The fact that in the three entrance scholarship examinations there is an average correlation between the written examinations and the intelligence tests of only ·340 indicates that there are factors other than intelligence determining educational achievement. This fact has been clearly demonstrated elsewhere.* In order to throw some light upon this question, in the 1922 entrance scholarship examination the candidates were given a series of tests for non-intelligence qualities in addition to the intelligence tests and the written examination. The tests used were those designed by Downey, consisting of tests for the following traits:

1. *Speed of movement* (whether a person naturally moves quickly or slowly).
2. *Freedom from Load* (the tendency to warm up rapidly and work at high pressure without external compulsion).
3. *Flexibility* (ease and effectiveness in readjustment or adaptability).
4. *Speed of Decision.*
5. *Motor Impulsion* (impetuosity and energy of reaction).
6. *Self-confidence* (the degree of certainty of opinion).
7. *Non-compliance* (resistance to the force of suggestion).
8. *Finality of Judgment* (whether one wavers or perseveres in his opinion).
9. *Motor Inhibition* (a test of motor control, imperturbability and patience).
10. *Interest in Detail.*
11. *Co-ordination of Impulses* (capacity to handle a complex situation successfully without getting any of the factors involved).
12. *Volitional Perseveration* ("willingness to keep plugging away").

The tests are described in detail in Downey's own volume,† or in the paper already referred to. The correlation between the total scores on the will-temperament tests and each of the other two tests in the entrance examination as well as with the fourth year school terminal examination have been calculated with the following result:

Will-Temperament and Written Examination, ·414
" " " " Intelligence Test, ·321
" " " " School Terminal Exam., ·418

These coefficients suggest that the will-temperament qualities are more closely related to success in the written examinations than to the results of the intelligence test. This is what might be expected, as these will-temperament tests involve qualities such as perseverance, control, and freedom from inertia which are essential to success in school examinations. An analysis of the different will-temperament tests as indicating factors in successful school achievement is not called for here, as this problem has been dealt with at length in another investigation to which reference has already been made. The interesting fact for us here is that the will-temperament test and the intelligence test in this year (1922), were equally as effective as the written examination in English and arithmetic in predicting school achievement, the coefficients of correlation with the school examinations in the fourth year being ·418, ·447, and ·402 respectively.

* See the present writer. "B. Journal of Pyschology XIX." July, 1928, pages 1-30.

† "The Will-Temperament and its Testing." New York, 1923.

E. Discussion of Results and Conclusions

The introduction of an intelligence test into an entrance scholarship examination is an attempt to distinguish between the two elements *nature* and *nurture*. We assume that intellectual ability is innately determined and cannot be improved, and that intelligence tests measure native intellectual endowment with reasonable accuracy; if the tests are properly constructed and administered, they doubtless measure something constant and fundamental in the individual. The written examination, on the other hand, introduces factors uncorrelated with nature, such as the unorganized training of the home, and the organized and controlled influences arising from school training. The score in an intelligence test is influenced little if at all by the type of home or neighbourhood or the particular school from which a pupil comes, whereas the score in the written examination is largely determined by these influences. It is difficult, however, to isolate the two basic factors of nature and nurture, for they interact one on the other. Inborn ability certainly conditions the response an individual makes to training, and children differ markedly in their ability to profit by identical training and experience. It is an assumption that ability to profit by experience is positively correlated with native intelligence. Certainly school training can produce no results without native capacity as a basis to work upon. The intelligence test, therefore, gives us some indication of the native potential ability of the candidate and of his probable ability to profit by the experience and systematic training of the secondary school. The written examination gives us some measure of the nurture factors of the home and the training influences of the school from which he comes. The nature of the response he has made to training influences in the past, as evidenced by his work in the written examination, is some measure of his probable response to the training influences in the secondary school. Both forms of test, therefore, appear to be necessary.

If both forms of test are used, how accurately, it may be asked, is it possible to predict subsequent school achievement? Within the limits of error of our two types of test, achievement can be predicted with a fair degree of accuracy. The examination of individual cases, however, indicates that we have not yet succeeded in isolating all the significant factors, and in a number of cases our existing tests fail to hit the mark. Some of the apparently brightest children, as indicated by intelligence tests, fail in the secondary school, and it is in these cases we see the effects of the (at present) unpredictable elements arising from some deep-seated psychological factor at work. There are apparently three essential factors upon which alone more accurate prediction must be based:

1. *Factors of Nature.* The innate intelligence or native capacity which is independent of school training, and is revealed with more or less accuracy by a carefully constructed and conducted intelligence test.
2. *Factors of Nurture.* Environmental influences of the home and neighbourhood and specific training influences of the school* measured with a fair degree of accuracy by means of a carefully planned written examination.
3. *Personal Factors* dependent upon (1) and (2); numerous factors (which do not necessarily affect scores in an intelligence test) of temperament and original impulses interwoven with the mental life, resulting in effort, zest, persistency, and enthusiasm; character habits essential to achievement which are revealed in purpose, thoroughness, accuracy, interest and other qualities. In this group will also be included inhibitions due to emotional and other deep-seated causes.

*Compare Spearman's conclusion that "Education has a dominant Influence upon individual differences in respect of S, but normally it has little if any in respect of 'g.'" "The Abilities of Man" (1927), page 392.

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It should be observed that the separation of the purely intellectual from the non-intellectual traits is an abstraction to facilitate discussion, rather than a true representation of the individual personality which functions as a unity. The fusing or blending of various traits constitutes one of the most interesting and at the same time the most baffling problems in educational psychology.

The first and second groups of factors are provided for by the intelligence test and the written examination respectively, and there appears to be evidence in our data that use should be made of both methods. In the only other investigation dealing with this problem the results of which have been published, although no attempt was made to relate the results of the entrance scholarship examination to the subsequent school careers of the subjects, Dobson came to the conclusion that " Intelligence tests are undoubtedly of great value as a check upon the scholarship examination and as a useful subsidiary criterion in border-line cases."* Our results support this conclusion. In the limited field of this investigation it is clear that an intelligence test alone is not an adequate criterion for estimating school achievement. No single type of information can be accepted as a reliable index of educability. The score made in an intelligence test needs to be supplemented by information on other significant items. A fairly reliable prediction of educability can be made upon the basis of a number of significant factors. As Breed and Breslick found in their investigation,† intelligence is only one of a number of important factors in educational achievement. The fact that our will-temperament tests have a correlation of ·414 with school achievement indicates the importance of endeavouring to measure or estimate some of the personal factors included in our group three. This has been indicated by the results of investigations directed to problems other than the one we are here considering. Eaton,‡ for instance, in a study of pupils in a high school, who failed to secure promotion found that lack of mental ability explained only 57 per cent of the cases. Sangren,§ in a study of 165 high school students, in which he used Rugg's rating scale and Terman's group test, concludes that the scholarship of high school students is determined by methods of work, application, industry, attitude, and ability to assimilate. Similar results were obtained by McCormick* in a study of school failures where he found that failure is most influenced by working attitudes, out-of-school study habits, teacher-pupil attitudes, and personality.

We may conclude, therefore, that the intelligence test, while it is not quite as reliable as the written examination, if used alone gives additional information, and to that extent makes our criterion for estimating achievement in school subjects in the secondary school more effective; further refinement of our criterion will not be possible until we have devised means of estimating the effect of some of the non-intelligence factors involved in achievement. As May† concluded in his investigation with 450 college freshmen, a correlation of ·9 will probably not be obtained until we can measure some of the more or less intangible traits of character and personality. Character, no less than information or the intellectual capacity to handle it, is beginning to be recognized as one of the fundamental problems in psychology for the educationist. Cognition waits on conation, for, as Wild has shown,‡ conation influences the reproducibility of information by determining the intensity and the fullness of its cognition in learning, and also increases the power of reproduction of cognized information by bringing the reproductive processes more prominently into action.

We have made sufficient progress in the science of mental measurement to render it possible to measure native intelligence with a fair degree of accuracy, but little has been done to develop rating scales and objective tests for qualities of character and temperament. The work that has already been done in this direction cannot be discussed here, but it is suggested that more use might be made of it in an endeavour to increase the value of head teachers' reports in examinations for the award of scholarships. The investigation of the problem here under consideration, as the Board of Education has indicated in the pamphlet quoted, is of necessity limited to groups of pupils working as a group through a particular secondary school; within these limits the results here presented are a valid contribution to a solution of the problem, but further investigation of this important question is urgently needed.

* R. R. Dobson. "The Value of Intelligence Tests in Scholarship Examinations." "Forum of Education," Vol. I, February, 1923, page 55.

† Breed and Breslick, E. R. "Intelligence tests and the classification of Pupils." "School Review" 30: 57-66, 210-216, January and March, 1922.

‡ Eaton, H. T. "The Intelligence of pupils who repeat." "School and Society," 17: 139-140. February 3rd, 1923.

§ Sangren, P. V. "Social rating of best and poorest high school students." "Journal of Educational Psychology." 14: 209-14. April, 1923.

* McCormick, B. E. "A Study of Failures." "School Review" 30: 431-32, June, 1922.

† May, M. A. "Predicting Academic Success." "Journal of Educational Psychology." 14: 429-40. October, 1923.

‡ Wild, E. H. "Influences of Conation on Cognition." "B. Journal of Psychology," XVIII. January, 1928, pages 351-2.

Prize Competitions

The winner of the July Competition is " Katty Ann," *proxime accessit*, " Fidelis."

The winner of the June Competition was Mr. Thomas P. O'Connor, Rathrone, Sydney Parade, Dublin, but, as he hastens to remind us, he has won a prize within the last twelve months, therefore the two guineas pass to " Dane," who *proxime accessit*. Will " Dane " please send name and address.

The winner of the May Competition was Miss M. K. Lynn, 28 Woodville Road, Bexhill.

We classify the thirty-two versions received as follows:

Class I.—Katty Ann, Fidelis, Cadwal, Woodlea, Gracia, Superannuated, Duo, H. S. W., Ostia, Beetle, Trina, Logiebuchan, M. K., Als ob., W. P. W., Septentrio, Copt, Esse quam videri, Anna Knowles Merritt, Chardonne, Dane, Cormac.

Class II.—R. A. D., Pices, Elsa, Curiosity, E. M. S. Undine, Standish, August, L. E. C. M., Reckless, Anyso.

PASSAGE FROM AN ARTICLE IN THE *Berliner Lokal-Anzeiger*.

Wir sind Arbeitssklaven geworden. Unsere Not als Volk hat uns dazu gemacht; für niemand gibt es da ein Ausweichen. von zwölf Monaten lässt der Schraubstock der Pflichten uns im besten Falle auf einen Monat los, gibt uns die Arbeit an uns selbst zurück. Was kann man da besseres tun, als restlos aufzugehen in den Möglichkeiten dieser Tage? Was ist verzeihlicher, als dass wir diese Möglichkeiten für unbegrenzt halten—solange wir noch einigermassen instand sind?

Für den Menschen von heute, allermeist den Grossstadtmenschen, sind Ferien keine Freizeit mehr.

Die Rationalisierung des Lebens schliesst mit unerbittlicher Strenge auch die Ferien ein—für jeden, der die Verantwortung sich selbst gegenüber fühlt.

Es steht ausser jedem Zweifel, dass das Berufsleben von heute—unser deutsches Berufsleben—nicht mehr mit den Zinsen unserer Kräfte auszufüllen ist. Es nagt am Kapital. Und für jeden, der nicht auf den gesundheitlichen Bankrott zusteuern will, gibt es nur eine Forderung: Kapitalsergänzung der Körperkräfte in den Ferien! Reserven auffüllen! Die Praxis sieht für jeden anders aus. Der Kopfarbeiter soll sich mässige körperliche Aufgaben stellen, der Handarbeiter ausgleichende Betätigung suchen. Und jeder sollte den Arzt fragen, ob für ihn See oder Gebirge das bessere sei, Bäder, Trinkkuren oder Gymnastik. Experimente kann sich heute niemand mehr leisten. . . .

Ferien verpflichten!

(*Continued on page* 584)

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TRANSLATED BY "KATTY ANN"

We are become the slaves of work. Our distress as a people has made us so; there can be no shirking for any one of us. Our duty holds us as in a vice; for one month out of the twelve at best it lets go and our work gives us back ourselves. What better part is there than to throw oneself without reserve into the possibilities of these days? What is more pardonable than that we should regard those possibilities as boundless—so long as we are in any degree fit to carry on?

For the workers of to-day, and most of all for those of the great cities, holidays are no longer a time of freedom.

The rationalization of life extends its stern, inexorable grasp to our holidays as well—that is, for every one who feels his responsibility towards himself.

It is beyond question, that the professional life of to-day—for us the German people—is no longer to be met with the interest of the powers we possess. It is encroaching on our capital. And for every one who would avoid heading for bankruptcy, where health is concerned, there is only one plan: Replenish your stock of physical strength in your holidays! Fill up your reserves! In practice this will take a different form in each case. The brain worker must keep his balance by bodily exercise; the hand worker seek some compensating activity. And each should consult a physician as to whether sea or mountain air will be best for him; whether baths, waters, or gymnastics. No one can afford now to try experiments on himself. . . . Take your holidays seriously!

This is a very poor response to so easy and straightforward a problem. Competitors write from time to time suggesting something harder, such as translations from English into a modern language or into Latin, or more frequent Italian and Spanish passages, yet only nineteen competitors entered for the recent Italian contest (although this number is an advance on the last occasion) and this month we only have thirty-two entries for a simple German passage. Our reasons for allowing French and German to predominate are obvious.

The quality of the present entries compensates us for the small number. A Third Class is out of the question and competitors crowd into First. Of those in the Second Class, we note with pleasure that "L. E. C. M." has made good progress in German since the first occasion when he dared to enter; we shall yet see him high up in First Class. "Reckless" and "Anyso" (we hope we read this pseudonym aright) need to study their dictionaries; one wrong leading word will send a translator miles astray. If our prize had been for ingenuity, "Anyso" might have qualified with his mistaken statement *The headworker stays in his office, and works like a mechanic.*

We have begun with the Second Class first, so will continue. "R. A. D." must have hurried, his work is usually so careful. *On a reasoned conduct of life, holidays make an inexorable claim* is not quite what is meant, nor do we like *vocation* for *Beruf*, though several competitors use that term. And *the interest a man pays on his physical capacity* is not as clear as the original, nor should *capital* be *broached*, like a cask of wine. These are small matters, but in such excellent company small matters have to count. But we hailed "R. A. D's" final slogan—"Freedom in Fetters!" with admiration. One other slogan deserves honourable mention, "Ostia's" clever *Idlesse oblige.*

A number of writers took *restlos* to mean *rastlos*, our prizewinner is more definite on this point than "Fidelis," who says *What more natural than strenuously to exploit . . . Strenuously* might be a translation of *rastlos*. Nor were we quite satisfied with *only to set us down to work again on ourselves* as a rendering for *gibt uns die Arbeit an uns selbst zurück*. On the other hand, we prefer "Fidelis"—*Holidays bring obligations!*—to "Katty Ann"—*Take your holidays seriously!*

We are sorry that a misprint, *Massige* for *mässige*, misled some readers, but we have not counted it a point for those who did not guess that *moderate* was meant; most of our clever translators recognized the error and avoided it.

"Esse quam videri" made a queer mistake, *There is no doubt that the interest on our energies no longer suffices. . . . It eats into our capital.* The real subject of *eats* should be *Berufsleben*, not *interest*. "Esse quam videri" need never feel discouraged; any one who has as extensive a knowledge of foreign languages as she has, quite naturally finds English prose a little difficult. But surely that is more valuable than being fluent in one language because you only know that one! But how just was the writer of the "Zehn Gebote für Uebersetzer" when he urged us never to cease studying our own language. At every one of our contests there are almost as many marks lost for English as for the foreign language. "E. M. S. Undine's" low position this time is due to English construction.

There were a great many differences of opinion about *Unsere Not als Volk*. We did not care for *national needs* in the plural, nor *national exigencies* ("Cadwal"), *necessities as a nation* ("Logiebuchan") but we accepted gladly *nation's need* ("Fidelis"), *national stress* ("Beetle"), *national poverty, national distress, national necessity* and the like.

A few translators missed the point in *ausgleichende*, and called it *suitable work*, but these were in the minority.

We thank "Copt" for his letter, and forward it to the Italian expert who is our collaborator in Italian com petitions.

"Beetle" has our sympathetic admiration; he still retains a sense of humour under trying conditions. He writes from Egypt: "I am not getting any holiday this year, so this rationalization stuff leaves me cold. No, perhaps that is not *le mot juste*, seeing that the temperature in my room is just under 90°."

We thank "August" for his note of discouragement, and assure him that he need not despair. If we had got as far as he has in these contests, we should certainly go on. The exact number of points he lost this time was four and a half. Not much, indeed!

We omitted last time to mention that we thank "H. S. W." (Mr. H. Swinburn Ward) for introducing us to the poetry of Vittoria Aganoor in general and the poem "O Parole" in particular.

A Prize of Two Guineas is offered for the best translation into English verse of the following poem by Sully Prudhomme:

AU BORD DE L'EAU

S'asseoir tous deux au bord d'un flot qui passe,
Le voir passer;
Tous deux, s'il glisse un nuage en l'espace,
Le voir glisser;
A l'horizon, s'il fume un toit de chaume,
Le voir fumer;
Aux alentours, si quelque fleur embaume,
S'en embaumer;
Si quelque fruit, où les abeilles goûtent,
Tente, y goûter;
Si quelque oiseau, dans les bois qui l'écoutent,
Chante, écouter . . .
Entendre au pied du saule où l'eau murmure
L'eau murmurer.
Ne pas sentir, tant que ce rêve dure,
Le temps durer;
Mais n'apportant de passion profonde
Qu'à s'adorer;
Sans nul souci des querelles du monde,
Les ignorer;
Et seuls heureux devant tout ce qui lasse,
Sans se lasser,
Sentir l'amour, devant tout ce qui passe,
Ne point passer.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

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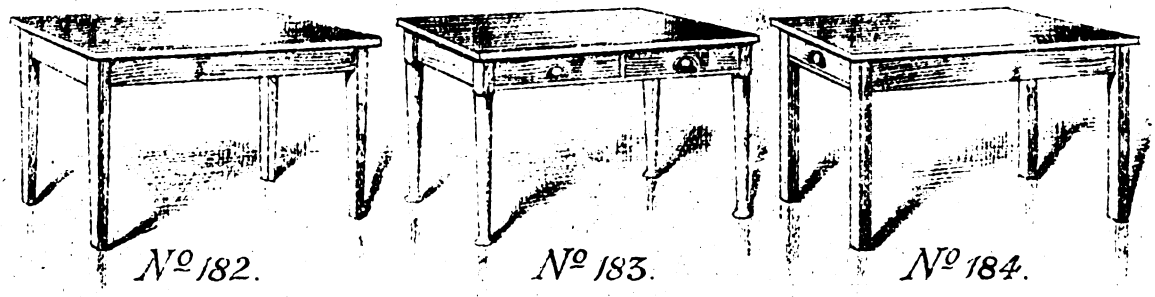

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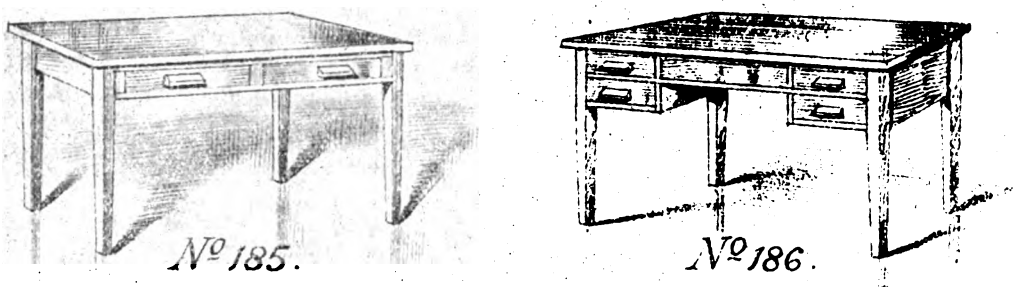

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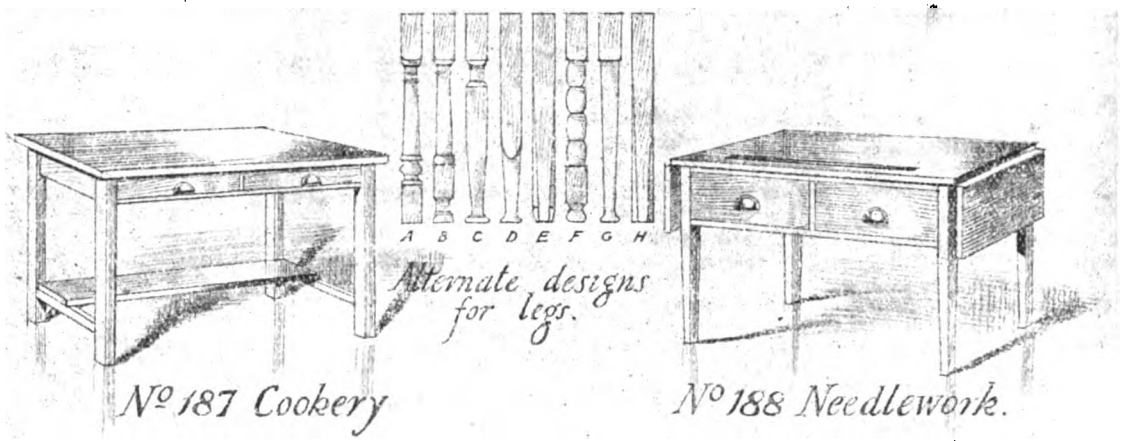

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All entries, which must be accompanied by the coupon printed on page 609, must reach the office by the first post, on August 15, 1929, addressed "PRIZE EDITOR," The Journal of Education and School World, 3 *Ludgate Broadway, London, E.C. 4.*

Prize Essay Competition

ENGLISH COMPOSITION

The Editors hereby offer three prizes—a first, a second, and a third, in books to be chosen by the successful competitors to the value of £1 1s., 12s. 6d., and 7s. 6d., catalogue price respectively—for the best essays written in English by boys or girls attending any secondary school in Great Britain or Ireland. Not more than three essays should be sent in from any one school, the selection at this stage being made by the form-masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on other suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. "Fine writing" should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinc. merit.

Essays for this competition are due on October 11. On the outside cover of the essay should be written:

1. The candidate's full name in block letters;
2. The name and address of the Candidate's school;
3. A declaration signed by the head of the school that the essay is the *bona fide* unaided work of the Candidate.

On top left-hand corner of the envelope containing the essay (or essays) should be written "Essay," and it should be posted to:

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* * *

In December, 1896, the *Periodical*, the organ of the OXFORD UNIVERSITY PRESS, made its first appearance; the 150th issue appeared in June last. It is stated that, exclusive of supplements, advertisement pages, &c., no less than 3,808 pages have been published, consisting of extracts and illustrations from current Oxford Press books. It is a great advertisement which must have provided thousands, free of charge, with snippets of many of the outstanding works of recent years.

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Date of publication of next issue will be found at top left-hand corner of front page.

LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4.

The Near Prospect in Education

In a recent issue we ventured to make a comparison between the educational manifestos that were put forth by the three political parties before the general election. The election is over, and one of the parties is in power, at least in the sense that it is responsible for the initiation of fresh legislature, and, what seems partly to elude the observation of some critics of the new Government, responsible also for the control and guidance of the administrative machine. It seems to us insufficiently recognized how powerful the latter weapon may be made. Our comparison of the three manifestos made it clear that in some respects the Labour Party made the most comprehensive promises. What now about the fulfilment of those promises?

The educational question which has so far excited most attention, both in and out of Parliament, is that of the raising of the school-leaving age. This position is natural and inevitable, first, because the raising of the leaving age is necessary to that thorough re-organization of the old system of elementary education which is contemplated, and which indeed has already begun in many places; and, secondly, because the age cannot be raised under the existing law. The more advanced and enthusiastic reformers call for immediate legislation. The official reply of the Labour Cabinet is that the thing cannot be done in so great a hurry. There are the financial and industrial, as well as the purely educational aspects of the problem, to be considered. The financial adjustments are not the work of a week, especially when the distressed areas are taken into account, and it is not clear to what extent the urgent problem of the adult unemployed would be affected by the withdrawal of boys and girls between 14 and 15 from the labour market. Even on the educational side we should be inclined to add that it would be a false

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move to hasten the raising of the school age until adequate provision has in every vital respect been made. We are aware that the Association of Education Committees has signified assent. But does this mean much more than that they see their way to finding the necessary minimum of accommodation? Does it mean that they see their way clearly to attractive courses, suitable equipment, and, above all, a sufficient supply of suitably trained teachers, such as the training colleges ought now to be turning out? In our judgment the success of the new organization will depend upon the popularity, among parents as well as pupils, of the courses provided for boys and girls of senior school age, and the popularity of the courses must depend upon the care and foresight bestowed upon preparation. Emphatically we do not want a mere continuance and extension of the courses mostly provided hitherto in our elementary schools for children over 11 years of age. From the purely educational point of view, therefore, we do not regard the motto 'hasten slowly' as a bad one, with respect to this question of raising the leaving age. An enormous amount of preparatory work can at once be set going in the training colleges and elsewhere. At the same time we plead strongly for a definite date. That seems to us the really important matter.

Meantime, for a fresh Government anxious to "get on with the job," there is an abundance of work which requires no new legislation. We do not forget, for example, that the Labour Party has put the provision of nursery schools, particularly in the slum districts, in the forefront of its educational and social programme, and we believe we are right in saying that no one who has studied that problem, and watched the experiments that have already been made, can doubt its urgency. Again, we wish that those people who are clamouring for the presence of the over-fourteens in the schools could clearly realize what is happening, not only to the under-fives in the streets, but also to the children of ordinary school age in hundreds of the existing schools. We wish they could realize the full meaning of a long "black list" which is certainly not as long as it ought to be. The inspectors know the facts, and many of them could a tale unfold. Well, they must be encouraged to unfold it. The policy of peace and quiet will not do, when the physical and moral health of untold thousands of children is being undermined because of wretchedly inadequate school buildings. The real facts behind the bald statistics ought to be known, and stern measures of reform ought to be taken. And for this kind of reform, we repeat, no new legislation is necessary. It is simply a question of speeding up the administrative power already possessed by the Board of Education. Our general position is that, although every Government is rightly subjected to faithful and constant criticism, we are by no means inclined to join the band of hot protesters against the Government's decision not to produce a new Education Bill out of hand. But we should protest if month after month passed without the appearance of a more vigorous administrative policy than that which we have become accustomed to in recent years.

Occasional Notes

Africa and Science.

BY the time this issue of *The Journal of Education* is published, the combined meeting of the British and the South African Associations for the Advancement of Science will be in full swing at Cape Town, and the inaugural address will have been delivered by Mr. Jan Hofmeyr, President of the South African Association. It is noteworthy that at the very time when Mr. Hofmeyr was elected President, he was already President of the South African Classical Association; and that out of twenty-six Presidents of the Classical Association of England, five have been eminent men of science. This is entirely as it should be. The old antagonisms between science and the humanities must more and more recede into the past, and must therefore become far less in evidence in university life. Mr. Hofmeyr's address is a forcible reminder of the contrast between what Africa stood for in the minds of English people fifty years ago, and what it stands for now. The address is an equally forcible reminder that, although the scientific spirit knows no boundaries, and transcends nationalities, yet Africa has its own scientific problems and opportunities, forming an illimitable field of scientific research.

The International Relationship of Minerals.

THE ordinary citizen is inclined to regard international questions from the point of view of military and naval power dominated by political considerations. Since the Great War, however, it has become necessary to consider the special ways in which the trend of mineral exploitation has placed a new meaning on our international relationships. In his Presidential address to the British Association, Sir Thomas Holland pointed out that the evolution of metallurgy and the developments in mining have imposed new and rigid limitations on a nation's ability to undertake and maintain a war; consequently the control of the mineral industries may be made an insurance of peace. Since the Industrial Revolution in Great Britain, the increase of mechanization and consequent consumption of metals has become more and more pronounced in a group of special areas. Although the United States and the British Empire together produce more than two thirds of the 2,000 million tons of mineral that the world now consumes every year, each of them has more than it wants of some minerals and less than it wants of others, hence certain metals must be obtained from outside sources of supply and a free exchange of minerals is an inevitable result of our civilization. The investigations made by mining geologists in recent years tend to prove that the essential deposits of minerals exist in the countries of Western Europe and North America; nine-tenths of the coal, two-thirds of the copper and nearly all the iron ore consumed by the world come from the countries that border the North Atlantic; political control, which follows industrial dominance, must therefore lie with these countries. The only two nations then that could fight for long on their own natural resources are the British Empire and the United States of America, and if these two nations refused to export mineral products no other countries could possibly wage war with success.

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National Surveys.

ALTHOUGH every civilized country has a National Survey, controlled by one or more Government departments, the actual work done by these departments differs so much in organization and methods that it becomes a matter of considerable interest to inquire what are, or should be, the characteristics and functions of a National Survey. In dealing with this important subject Brigadier Jack, at the Geography Meeting of the British Association, first distinguished two kinds of maps (*a*) cadastral maps, or plans from which the area of land may be computed and from which its revenue (especially for taxation purposes) may be valued; (*b*) topographical maps, on which the general details and physical features of a country may be seen, such as rivers, ground forms, roads, railways, and forests. The chief functions of a model survey may be briefly stated as follow: that there should be one sole survey authority in the country; all operations from the triangulation to the publication and sale of the map should be under its control; the survey authority should produce and publish all cadastral and topographical maps as well as maps for land registry and other Government purposes; and that adequate arrangements should be made for the revision of all maps at frequent intervals.

Ordnance, or Government Maps.

THE Ordnance Survey of Great Britain practically fulfils all the conditions just stated. The Survey, which was begun in 1791, is a singularly complete one; the maps are distinguished by the scales, among which the chief are the twenty-inch to the mile, the six-inch, one-inch, half-inch, and quarter-inch. All British Ordnance maps are characterized by accuracy, clear printing and effective colouring. In the countries of Central and Western Europe the surveys seem to have certain features in common; they are usually under the direction of two departments, one responsible for topographical, the other for cadastral work; the topographical maps, being of military value, are kept up to date and published, but the cadastral maps (with certain exceptions) exist in the original only. In the United States of America the survey operations belong to several departments—the Coast and Geodetic Survey produces coastal charts based on triangulation, traverse and levelling: the Geological Survey produces and publishes topographical maps on four different scales in addition to geological work; the general land office (department of the Interior) is charged with the cadastral surveys of public lands except the original thirteen States; these States do their own surveys. The work of the various departments is co-ordinated by the Federal Board of Surveys and Maps in order to prevent duplication and over-lapping. With regard to South Africa, Brigadier Jack urged that the topographical survey, already begun, should be completed as soon as possible (1) in order that the development of the country, as regards irrigation, roads, railways, &c., could be expedited, and (2) in order that geological information could then be plotted on reliable maps so as to help the exploitation of the mineral resources of the country.

Agriculture and the Empire.

IN addressing the Agriculture Section of the British Association, Sir Robert Greig stated that not only is agriculture the most important activity in the British Empire but that agricultural wealth is and always has been the one great permanent industry on which the foundation of all national wealth depends. The state of agriculture in the various parts of the Empire was shown in a series of tables based on the latest statistical returns. Among other striking facts it was shown that India is the region of the most intensive cultivation, seventy-two per cent of the population being dependent on agriculture, and that in Nigeria, a country three times the size of Great Britain, practically the whole population depends on agriculture. With regard to grasslands, it was seen that of every hundred head of cattle in the world, forty-four graze on Empire pasture, and of every hundred sheep, thirty-eight are in the Empire. The application of science to agriculture has already produced marvellous results in all parts of the Empire; the "Marquis Wheat" for example, bred by the Canadian Experimental Station at Ottawa, has not only ousted the older varieties of wheat in millions of acres in Canada, but it has made the cultivation of wheat possible in areas where wheat could not be grown before. The scientific study of diseases in animals and plants has also benefited the agriculturist and the stock raiser in all parts of the world. In 1925 an Imperial Economic Committee was set up by the British Government to encourage trade in Empire products in the United Kingdom, and this was followed in 1927 by an Agricultural Research Conference which resulted in the creation of bureaux for the purpose of collecting and distributing information concerning agricultural matters. A Committee of Civil Research decides how the information thus collected by the bureaux can be dealt with in the best possible way and the Empire Marketing Board provides the money to finance the research. This co-operation in research not only leads to a better understanding between the Dominions and the Mother Country, but the resulting improvements in agriculture are having an enormous influence in the development of Empire Trade.

"Educational Training for Overseas Life."

THIS is the title of a report which is being presented to Section L at the Johannesburg meeting of the British Association. It is the second Report of a Committee appointed in 1923 under the chairmanship of the late Dr. H. B. Gray, and presided over since his death by Sir John Russell. This publication incorporates the main findings of the earlier report and thus covers the work of six years. While the investigations of the Committee were limited to the consideration of preparation for overseas life, yet in the course of them it became evident that the treatment appropriate to the future settler overseas is also that which will be a most potent factor in the education of a large proportion of those whose lives will be spent in this country. The Committee records its conviction that properly organized rural studies "possess the highest cultural value," and can be "a source of inspiration for much of the scientific work possible in the school." They also provide many opportunities for handwork and make a strong appeal to the pupil of practical bent whether boy or girl. The report may be commended to all those interested in the development of this aspect of school life. It contains a number of admirable schemes obtained from schools where they are being used and have stood the test of time and experiment, ranging from the type of course possible where little land is available to that

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where all the resources of farm and garden are at the disposal of the school.

THE Report to which reference is made above, recognizes that one of the difficulties in the way of the reforms which it advocates is to be found in the rigidity of curriculum necessitated by the present requirements of the School Certificate Examination. The Committee takes the view that external examinations exercise a much greater control over curricula than is generally realized and that that control is "all in favour of a bookish and academic type of work." This condition plays its part in producing another difficulty which lies in the fact that teachers able to undertake the teaching of rural studies as understood by the Committee, are scarce and that there is no immediate prospect that they will become more plentiful. It is to be hoped that those responsible for educational reorganization will recognize that it would be fatal to development in this direction, if existing or new secondary schools were grouped according to the extent to which their pupils did or did not proceed to a university. Among many other ills, any such division would be likely to have the effect that the teachers of the country would normally come from the former group, and that they would tend to have an academic outlook and to regard work in preparing pupils for a university as the end to be desired above all others.

The Teaching of Practical Subjects.

MR. F. C. BARTLETT'S presidental address to the psychological section of the British Association will probably persuade many of his hearers to give more attention to contemporary work in experimental psychology in Germany. The *Gestalt* theories of Koffka and Kohler are becoming familiar in England owing to the translations in the international library of psychology, but the work of Prof. E. R. Jaensch on the *eidetic image* is very little known. Mr. Bartlett evidently feels this work worth more than the contemptuous dismissal which it received in Fox's "Education Psychology." The eidetic image is neither a physiological after-image nor a memory visual image, but something between the two. The picture, for instance, which has been gazed at steadily for a few minutes and then removed, is still seen in the place where it was; more details can be seen in it than had been consciously noticed before; its colour and outline are vivid and clear. Fox maintains that reported imagery of this kind is mere hallucination, and due to suggestion on the part of the experimenter; but this is quite unfair to the careful scientific work carried on at Marburg. Jaensch's experiments are not confined to the existence of this type of imagery, but are concerned also with its distribution among various ages and temperaments. It seems fairly common among children, to reach its height in early adolescence, and to be much more rare among adults. Its correlation with other reaction tendencies has suggested to Jaensch a theory of *types* of human nature—the integrate type and the disintegrate type, and here Mr. Bartlett would probably assert that the experimental psychologist is trepassing unjustifiably into the realm of the philosopher.

Experimental Method in Psychology.

EXPERIMENTAL psychologists would be the first to claim their kinship with the pure scientist rather than the philosopher, yet the most famous psychologists have been men with a philosophical bent, and the same characteristic can be seen in many modern workers in this field, in Germany and America as well as England. Mr. Bartlett feels that this is one reason why experimental psychology is often unfavourably criticized; yet if it goes to the other extreme it is in danger of becoming mere physiology or physics. The study of human personality is clearly a philosophical as well as a scientific study; it is not possible to view bits of it in isolation, and it is immensely complicated by the fact that the experimenter is himself a human person. A philosophical bent is perhaps essential to a psychologist; and is no danger to his work provided he is scientific enough to refrain from stating his hypotheses as dogmas.

Philosophical Psychologists.

WE are happy to range ourselves with the growing number of people who regard international co-operation among teachers as of most hopeful augury for the future. Quite apart from the good that is gained from greater knowledge of each other's work and from helpful comparisons between different methods and different systems of education, the conferences that are held with some frequency are an important factor in the movement for world peace. We know by experience that they promote international amity, and their peculiar value is that they foster the view that educational progress is a matter of world concern. One of the most noteworthy of these conferences is that of the World Federation of Education Associations, now taking place at Geneva. Previous meetings held at Edinburgh in 1925 and at Toronto in 1927 were extremely successful in bringing together many hundreds of representative delegates from most of the countries in the world, and we understand that the present meetings are likely to surpass former records. The movement had its origin in the United States, and owes much of its success to the genius of Dr. A. O. Thomas, the President. A useful feature of the work of the Federation is the periodical publication of a News Bulletin giving items of current interest culled from the press of a number of different countries. Those who wish to keep in touch with a movement that is full of possibilities might well become subscribers to this publication.

The World Federation.

IT has been known for some time that a movement was on foot for establishing an institution to be known as "A Royal College of Teachers," or "A Royal Society of Teachers," and it is therefore not very surprising to find that, with the approval of His Majesty the King, the Society of Teachers set up by the Teachers' Registration Council is to be known henceforth as the Royal Society of Teachers. We hope that the change will tend to the consolidation of the profession and that it will enhance the prestige of the teacher in the eyes of the general public. It is much to be desired that there should be a body of this kind, jealous of its reputation and determined to uphold a high standard of efficiency in the teaching profession. Teachers generally may be somewhat shy of publicly labelling themselves as among its members, but they will, if they

The Royal Society of Teachers.

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are wise, lend every support to the movement for enrolling every efficient teacher as a member of one representative body. The announcement has met with a friendly reception, though we observe that the *A.M.A.* points to the fact that while there are 80,000 registered teachers, there are at least 50,000 still unregistered. The same journal suggests that secondary schools are not free from the imputation that they attach comparatively little importance to training, and furthermore protests against making the acceptance of scholarships conditional on their recipients becoming teachers. These are points which obviously deserve careful consideration.

Right of Entry.

WE commend to the attention of all who have been disturbed by the prospect of the re-opening of religious controversy in education, the address delivered by Canon Little at the annual meetings of the Association of Education Committees at Blackpool. He did not shirk the problem, but he lifted it on to a higher plane. His references to the opinions of the Archbishop of York, of Lord Eustace Percy, and of the National Union of Teachers showed his familiarity with every aspect of the question, and he went on to say: "No longer must we allow Party shibboleths or cries for 'Right of Entry' to thwart us in our aims—for these are as out of date in these considerations as the mummified bodies of Egyptian kings in the British Museum, and must remain so. But we should demand that these questions be given their due consideration by a joint co-operative body representative of all the parties concerned." He added that in his view solutions could best be found by local rather than by National agreements, and that district bodies constituted of representatives of Local Education Authorities, the teachers, and of religious thought, could in every area find a solution to our educational difficulties by the exercise of the spirit of co-operation and understanding. There is much to be said for this. What we are anxious to avoid is the barren religious controversies of the past, and this suggestion appears to us to be a helpful one.

All day long.

PARTICULARLY striking was Canon Little's quotation from some one whom he described as one of our great schoolmasters, to whom he put the question, "Where in your time table do you teach religion?" "We teach it all day long," he answered. "We teach it in arithmetic, by accuracy. We teach it in language, by learning to say what we mean—'Yea, yea, and nay, nay.' We teach it in history, by humanity. We teach it in geography, by breadth of mind. We teach it in handicraft, by thoroughness. We teach it in astronomy, by reverence. We teach it in the playground, by fair play. We teach it by kindness to animals, by courtesy to servants, by good manners to one another, and by truthfulness in all things. We teach it by showing the children that we, their elders, are their friends and not their enemies." In answer to a further question about trouble with parents of different denominations, he replied that there was none. Children were not treated as members of this Church or that, but as members of the school, and they were not talked to very much about religion. "I do not want religion brought into this school from outside. What we have of it we grow ourselves." We can only add that we wish that this spirit of broadminded tolerance, combined with concern for the things that matter, were more widely diffused.

A Speech Day Address.

IT is customary in some quarters to scoff at school speech days. Doubtless many platitudes are uttered on these occasions, but more often the speaker makes a notable contribution to current thought. Sir Michael Sadler, for instance, speaking at Gresham's School, Holt, had something to say about the growing movement towards standardization in education, due to the new demand for secondary education. Public authorities found themselves forced to adopt general rules of administration requiring a high normal standard of results, and these rules necessarily discouraged whatever was defiantly exceptional. Belief in the virtues of universally diffused education springs from a deep desire to secure, for the betterment of all, greater equality of social opportunity. "This great venture of faith," Sir Michael went on, "is now everywhere at its most critical stage. It cannot avoid the risk of becoming mechanical, because the scale of its operations has to be huge, and because the schools which it creates must consider average needs in wholesale fashion." Sir Michael is not alone in realizing the dangers of an administration which through its very vastness may easily become insensible to the things which make for true success in education. The atmosphere of a school is more important than the filling in of many forms; and too rigid a check on reasonable freedom, possibly imposed for the sake of economy, is apt to defeat its own ends. We agree with him that much depends on holding to the conviction that the main business of education is to foster truthfulness, kindly consideration for others, cleanness of life and speech, the love of justice, and fidelity to duty and to the community.

The Elizabethan Shakespeare.

THE picturesque labels which Edward Dowden invented to describe the successive periods of Shakespeare's life and art—"In the workshop," "In the world," "Out of the depths," "On the heights"—have left a deep impression and affected our thoughts about Shakespeare for half a century. They have been extremely useful in helping readers to keep the chronology of the plays in mind and to appreciate the most striking features of the development of Shakespeare's character and the changes in his outlook upon life. But, like all formulae applied to so complex a thing as human personality, they simplify the phenomena too much. Prof. Dover Wilson, in his British Academy Lecture,* makes a point of some importance when he protests against the tendency to regard Shakespeare in the last stage of his art as a demigod exempt from human weakness. No one who knows Dr. Wilson would suspect him of being *advocatus diaboli;* so that his argument that the coarse and rollicking element in the plays is not to be thought of as an unwilling concession to the tastes of the groundlings, but as a genuine side of Shakespeare's personality, is worthy of close attention. So is the conjecture that, if Shakespeare sought to raise a laugh unworthily, it was his aristocratic friends rather than the groundlings who influenced him. How often in the comedies we find a party of "dashing young bucks" who, "like young men of whatever rank or period," almost always "hunt in threes"! Here, Dr. Wilson thinks, we have a transcript from Shakespeare's own experience of life.

* (1) THE ELIZABETHAN SHAKESPEARE. By J. Dover Wilson. Annual Shakespeare Lecture of the British Academy, 1929. London: Milford. 1s. net.

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THE report of the investigators appointed by the Secondary School Examinations Council to inquire into the position of French in the First School Certificate Examination has been issued as one of the Board of Education pamphlets. The four investigators were Dr. Ritchie of Birmingham, Miss Lowe of Leeds, Mr. W. H. Leek of Leigh Grammar School, and Mr. E. R. Edwards, Inspector of schools. They took four weeks over their investigation and went thoroughly into the regulations, instructions to examiners, syllabuses, question papers, specimen scripts and mark sheets of the eight bodies who hold School Certificate Examinations. They questioned secretaries, examiners, professors, heads of schools, and experienced teachers. In this way they explored the whole subject and have given us a very valuable opinion on the present teaching of French. Their main inquiry was two-fold: how much French ought a pupil of 16 to know and how far is the present examination a fair test of that knowledge?

French in the First School Certificate.

THE first question they answer by judging that a pupil of 16 should be able to read at sight a piece of simple modern French prose, to understand simple French when spoken, and to reply in grammatically correct sentences and to write simple French without frequent grammatical or linguistic errors. This is not too high an aim if the pupil begins French at 11 or earlier. They are wise in placing first the power of reading French. So many excellent teachers spend years in teaching accurate pronunciation to pupils who will never have to speak French again after they leave school. First things first; all are agreed that ideally one should speak a language before reading or writing it. But we do not live in an ideal world.

A Test of Good Teaching.

THE chief danger is in co-ordinating the standard of these eight examinations. If one is manifestly easier than the other seven, it is natural that weak students and weak teachers will prefer it. The investigators think the papers at midsummer 1928 were too ambitious; they would prefer simpler papers, marked more severely, to the present practice of harder papers with a pass mark of about 33⅓ per cent and a credit mark of 50 per cent. It is regrettable that they think free composition a fit subject for examination at this age. Most of the scripts handed in by School Certificate candidates are not worth 10 per cent and serve only to impress errors on their minds. If the marks now given for free composition were given to the oral part of the examination, which should be made compulsory and not optional, the cause of French would be greatly helped. It is useless to expect a pupil of 16 to write an essay in French when he can hardly write one in English. On the other hand they advocate the continuance of translation from French verse, which is a wise suggestion. They have not stopped at recommendation; they have added in an appendix two specimen papers of 1½ hours each. They consider one paper of 3 hours too long for a pupil of 16; this may be so and two papers are just as easy to set and mark as one. We recommend the careful study of these papers to all teachers and examiners of French; they contain valuable suggestions for varying the present type of paper. But if a dictation is to take 30 minutes and each candidate is to be given 10 minutes' oral, the fee for the examination will have to be raised, for *viva voce* examiners are rare and they can be obtained only at a high fee.

Co-ordinating the Standards.

THE Annual Report for 1928 of the Board of Education under the Welsh Intermediate Education Act gave special prominence to the question of the relation of secondary schools in Wales to technical education. Section 2 of the Welsh Intermediate Education Acts says, "The purpose of this Act is to make further provision for the intermediate and technical education of the inhabitants of Wales and the County of Monmouth." As far as was consistent with the working of the schools special attention was to be given "to instruction in such branches of Natural Science as bear on the trades and industries of the neighbourhood, including agriculture." The Act clearly defines the terms "intermediate education" and "technical education," and makes it clear that these schools were not intended to do the work which properly belongs to training schools and colleges. The course of instruction was not to provide "teaching the practice of any trade, industry, or employment." For many years, and indeed even to-day, the schools were severely criticized for confining themselves to education of an academic type as against technical or, as it would now be termed, "practical education." The Central Welsh Board inquired into this matter in 1916 and their report stated that, owing to the comparatively small size of many Welsh Secondary Schools and the short duration of stay of the average pupil, it was impossible to provide that differentiation of courses which adequate attention to technical education necessitated. It would, therefore, be necessary for certain selected secondary schools to provide a highly increased development of technical education. At that time this solution seemed more feasible than it does to-day, since the number of pupils who went in for teaching and the clerical profession far outnumbered those who entered industrial professions.

Welsh Intermediate Schools and Technical Education.

IN 1916 the average number on roll of Welsh intermediate schools was 160; in 1928 it was 248. The average duration of stay in 1912–13 was two years and six months for boys and three years and one month for girls; in 1926–7 it was three years and six months for boys and three years and seven months for girls. In 1912–13 the percentage of pupils who left with not more than four years' schooling was eighty; in 1926–7 it was about fifty-four. The percentage of pupils going into industry has gone up substantially. For years schools have conducted experiments in differentiation of curricula based on the industrial requirements of the neighbourhood. Whilst it is recognized that "a generous provision of secondary schools has for long been the national policy of Wales," a plea is put in for adjustment to changed conditions. The development, or rather the adjustment, is being induced in the industrial areas by the very great expansion of the provision of evening technical education, since secondary schools must take into account the increasing numbers of the pupils who continue their education, as part-time study, in evening schools as, for example, in the excellent evening classes in mining and the full-time Mining Institutes of Glamorgan and Monmouth, and the widely and rapidly expanding

The Way Out.

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systems of agricultural education in all Welsh counties. The influence of the reorganization of elementary education leading to the increasing provision of "modern" secondary schools with their special provision of practical instruction is believed to be one way out of the difficulty. The Report urges Welsh Education Authorities to "hammer and forge" out of the old system a new instrument of education which will meet the changing needs of the children of Wales. In particular, schools are advised to follow up and pay attention to the after-school careers of their pupils.

Theological Education in Wales.

WALES has not had to wait long for the application of original and courageous views, very clearly and definitely expressed, on its system of education for work in the Churches of Wales, such as were expected of the Rev. Thomas Phillips, of Bloomsbury, when he was appointed Principal of the Baptist College, Cardiff. In a recent address he said that the preaching of to-day did not cog in with the needs of the people, in that the pulpit did not fully appreciate the tremendous advance in the average educational standard and critical faculty of the pew. "I am up against a venerable system which has been in vogue for generations—the system of 'the hedge schoolmaster,' the retired soldier with a wooden leg, whose pupils had to learn their lesson by heart and then to repeat it word for word to the teacher. A lecturer goes into his classroom with a big notebook and the students troop in with baby notebooks. The lecturer dictates and they write. At the end of the session there is a fortnight of truce, when the lecturer prepares test questions and the students 'swot.' If in their answers they repeat his statements he writes 'very good' in the margin," said the Principal. He pleaded for a blending in the methods and outlook of theological colleges of the creativeness of the eisteddfod with the discipline of the university. These views, expressed with such refreshing candour, come most opportunely at a time when those concerned with the formulation of policy in theological education in Wales are moving towards close association of those colleges with the university, because they realize that the standard of education in the pulpit must keep pace with the rising standard of education of the pew.

Scottish Educational Administration in the Melting Pot.

SCOTTISH teachers were surprised and disappointed by the proposal of the Labour Government to suspend the operation of the clauses in the Act for the reform of local government passed by the last government, and greatly relieved when nothing came of it. Since 1916, as was pointed out in a manifesto issued by the Educational Institute of Scotland, teachers as a body have become increasingly convinced that just such co-ordination of education and the other social services as county council control of all these services ensures, is essential for the great developments in the work of the school that are now impending. It is not officially stated, but one gathers in talking with representative teachers that the satisfaction produced by the abolition of *ad hoc* education authorities was largely due to the conviction that, under county government, the schools would be set free from amateur interference and in the main left to the management of directors and teachers, between whom in recent years there has been a growing practice of co-operation. Teachers have always been gently resentful of the large part played in educational administration by the clergy, partly because their general attitude has inclined to be dictatorial especially in the sphere of religious education, partly because in the matter of appointments and promotions they have often put the interests of the church before that of education and the teachers. No feature in the Act threatened with reversal appealed more to teachers than the substantial reduction of clerical members it made inevitable in the local government of education.

University "Regents."

ST. ANDREWS UNIVERSITY has revived the ancient office of Regent to meet a modern situation. Up to the eighteenth century it was a common practice in the Scottish universities for students to go through the whole Arts course under the instruction of a single professor, called a "Regent." The arrangement was only possible so long as the standards of scholarship in the several universities were low and it came to an end with the progress of specialized learning. But it left behind the problem of ensuring some measure of personal relationship behind the student and his specialist teachers which has become acute with the great influx of students in recent years. In universities like Glasgow and Edinburgh, with a student population running into thousands, the ordinary undergraduates are as sheep without a shepherd, and even the honours students in the more popular departments are too numerous to get anything but a most limited individual supervision. The large percentage of failures, which has become a regular feature of subjects taken by large numbers of students, is an index of the helplessness of the students and the failure of the universities to do their proper work. Some such plan as this revival of regenting in St. Andrews seems to be called for if the situation is not to become a public scandal. St. Andrews has the special advantage of being a small university, but it should not be impossible to arrange for certain members of Senate in the other universities to provide personal guidance beyond the scanty advice given by the official Adviser of Studies at the beginning of the session.

Queen's University, Belfast.

AT the last matriculation examination held in May, about 300 candidates presented themselves, of whom only one-fifth passed. This heavy mortality has brought to a crisis discontent which has been growing for some time. The examiners are accused of unreasonable severity, and the University of unreasonable restriction of its numbers. Against this the University authorities reply that the average candidate from the Ulster schools takes the Senior Certificate in lieu of matriculation, and is accepted by the University on it, while only candidates of poor quality take the matriculation. They add that they are acting for the best in discouraging unsuitable men and women from trying to take a degree. This may be so. But the older universities regard their entrance as an educational test of fitness for admission to the privileges of university life, whereas Queen's appears to be using it as a means of securing a high intellectual standard of University students. Mere examination ability does not always find the best men; and some schools whose teaching is very good are being somewhat unfairly affected by the failure of their candidates. As it stands at present the

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matriculation is more difficult to pass than other tests accepted by the University in its stead.

THE leading manufacturers of jam in the Irish Free State have hit on the brilliant idea of using the national schools as a medium of advertisement, and apparently with general approval; for so far there has been no public criticism, and a leading member of the Dail, in which he represents Dublin University, has consented to act as one of the judges. The scheme is, apparently, that pupils of the national schools are, by the collection of jam labels, to be admitted to compete for scholarships by writing essays on the value of jam as a national food, and, a subsequently selected few, on "A visit to a modern jam factory." The prize-winners will get what are called "scholarships" of considerable value, and the firms concerned piously flatter themselves on helping to supply the greatest national need of Ireland, "Education." That this exploitation of poor children officially through their teachers—who are also to get prizes—should be permitted by the Department of Education is a scandal; national pride should forbid it, and we are pained that a university professor should have lent his approval. It only remains for the firms concerned to prescribe that the essays shall be written in Irish, to complete their "educational" value.

The Uses of Advertisement.

THE Secondary Teachers' Superannuation Scheme has at last appeared. It is presumably as much as the Government can afford, yet in view of the amount to be contributed by teachers it can hardly be regarded as quite satisfactory. Taking the most favourable case of a teacher who has reached his maximum of State increments and who, on retiring at the age of 65, has given forty years of recognized service, the pension will be £225 a year, towards which he will have contributed £8 per annum for forty years on his "basic salary" of £200, *i.e.* £320, and on his increments he will have contributed another £311, assuming him to have obtained an honours degree, and become eligible for increments at 25 years of age. Retiring at sixty-five his expectation of life will be eleven years, and without allowing at all for interest, he will have contributed almost a quarter of the sum required. Besides the teachers' contribution, each school will be required to pay £5 per annum for each recognized male teacher and the State will also make annual provision of unspecified amounts. If a teacher voluntarily retires from the scheme before he becomes eligible for a pension, the amount of his own contributions will be refunded to him in full without interest.

Irish Free State Secondary Teachers' Pensions.

LONDON UNIVERSITY is adapting itself quickly to the conditions created by the new Statutes, and even the strongest opponents of the reconstitution now recognize minor benefits, for instance, in the revised constitution of the councils dealing with external students and school examinations. His Honour Judge Napier, an old member of the Senate who was not, we believe, a supporter of this reform, pronounces thereon in *The Times Educational Supplement*. He says with somewhat brutal candour that the teaching element on the Senate becomes "completely predominant." If this be true, we must not forget that there is a wider franchise than before the reconstitution, and less chance of the domination of any particular college or interest. Nor can we wholly agree that, in consequence of the creation of the Court, the Senate is deposed "from its position of supremacy in relation to finance, and therefore practically in relation to educational policy"; for the Statutes as finally approved were not ambiguous as to the responsibility of the Senate for educational policy.

London University Reconstitution.

THE appointment of Prof. Allen Mawer as Provost of University College, London, in succession to Sir Gregory Foster, is an announcement of great educational importance. The new Provost, who is an old student of the College, comes immediately from Liverpool University, where he is Baines Professor of English Language. London University was one of the first universities to give academic recognition to the study of English, and University College has attained a high reputation in this subject through the work of Henry Morley, W. P. Ker, the retiring Provost, and other scholars. During Sir Gregory Foster's period of office, the College has shown wonderful development in all departments, and his successor will not find it an easy task to maintain the pace. It is a pleasant duty at once to express our appreciation of Sir Gregory Foster's services to London education and our welcome and good wishes to the new Provost.

New Provost of University College.

THE centenary of King's College, London, followed soon after that of University College—former rivals and now partners in university education in London. Though representing originally different ideals of higher education, they are now doing similar work. The religious animosities in which these colleges were founded are a fading memory. Nevertheless, it was not till 1903 that King's College abolished religious tests for its professors and lecturers, except in the faculty of theology, a reform which had been carried through at Oxford and Cambridge many years before. To-day, as we have suggested, there is not much essential difference in the work of the two Colleges. King's has its Church of England chapel within its walls; but attendance is not compulsory on the part of teachers or students. Some academic specialization has been arranged between the colleges. As part of their celebrations, both colleges have published authentic histories of a great educational movement.

King's College Centenary.

THE PRINCE OF WALES, in opening the new London School of Hygiene and Tropical Medicine, in Bloomsbury, was living up to a family tradition, for his august great-grandfather was a strong supporter of scientific education and research. Strange that the Prince Consort, who won the great Queen's heart, was not himself a Victorian! He knew the potency of the weapons, for peace and war, which the Germans were forging through the promotion of science and education, but his warnings did not increase his popularity with the British public. Hygiene is pre-eminently a science from which people of all climes and nations stand to benefit from organized research, and it is gratifying that through the generosity of the Rockefeller Foundation, London should possess one of the best-equipped research institutes in the world.

London School of Hygiene.

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Foreign and Dominion Notes

PALESTINE

Annual Report

The Annual Report of the Department of Education for 1927–8 shows an improvement in the efficiency of the schools, though the financial situation has hindered the expansion of the Arabic schools. It is noted that the governmental responsibility for Jewish education has been greatly increased by the augmentation of the grant-in-aid to the Palestine Zionist executive; this has imposed a fresh burden on the limited staff of the Department. The report directs attention to the difficulty of securing correct statistical returns from the schools, particularly the non-Government schools, and special note is made of the inadequacy of the tests of the pupils' progress and the need of greater selection for promotion. The fact that education is not compulsory is stressed, though it is pointed out that nearly all Jews and Christians receive some schooling at one period or another. The Moslems are the least progressive in this respect, the Jews are the most advanced.

Recent Developments

Developments during the year included the reorganization of the system for the training of elementary teachers. Candidates must now complete their course of secondary education before admission to the two training colleges. Twelve men and fifteen women were admitted in 1928; the entrants are only sufficient to replace the losses in the highest cadre of teachers, hence many untrained teachers are still being appointed. There is still no system of training for secondary teachers, but fifteen Palestinian students of all religions are being trained abroad.

The Schools

In the Government schools there were 21,329 pupils: three-fourths (17,133) were boys. Practically all of the girls attending were registered at town schools, whereas 12,000 of the boys were in village schools. Ninety per cent of all pupils in these schools were Moslems. The non-Government schools had 47,324 pupils (26,021 boys), of whom about a third were in Christian schools, and the majority, 28,207, were in Jewish schools; the remaining 4,525 were in Moslem schools. The Jewish respect for education renders nugatory the absence of compulsory attendance. Generally speaking the Jewish schools show a far higher percentage of pupils over the age of 11 than do the other schools. The non-Government schools have 2,568 teachers; in the Government schools there are 733.

General

The Hebrew University is growing, and has now 138 students. Faculties of Arts and Science are being developed, and the library has 200,000 volumes. Ninety-eight candidates sat for its matriculation examination; thirty-two passed. Evidently the University library contains very few books that can be said to be published in Palestine, for during the year the Department, which has to inspect copies of all books printed in the country, reported a total of 417. As many as 356 of these were in Hebrew, while only eighteen were in Arabic. An Education Ordinance was published in 1927–8 and it is hoped will become law. It regularizes the school systems, arranges for an education rate, and for the supervision of all schools. It is evident that Palestine has a long way to go before its educational system is co-ordinated and complete, but real progress is being made under exceptional difficulties. In at least one respect a notable lead is given to Great Britain—on Arbor day, held in February, 12,500 trees were planted by the pupils of the Government schools in the school gardens. The trees were supplied free of cost by the Department of Agriculture, and since 1922 over 91,000 have been planted.

BULGARIA

Annual Report,

The education report for 1927–8 shows that in a population of 5,500,000 there were 580,890 pupils, taught by 20,586 teachers in 6,691 schools. These schools served the needs of the ninety-four cities and towns, the 4,244 villages, and 1,575 hamlets of the State. In addition there were two universities with seven faculties and 101 academic chairs; the teaching staff numbered 149, and the students 3,887; these last figures include the three Academies (art, music, and commercial). There were also fifty-five agricultural schools with experimental farms, and 117 technical and commercial institutes.

HUNGARY

Students Congress.

The Confédération Internationale des Étudiants will hold its eleventh congress at Budapest from August 10 to 24. It is claimed that the students of Hungary are themselves organized ideally for international concord, since they are assembled in seven independent federations with a common Foreign Relations Committee. Altogether they number 17,500 students in the six Hungarian universities and thirty-nine affiliated colleges.

Topics and Events

THE ASSOCIATION FOR EDUCATION IN INDUSTRY AND COMMERCE ANNUAL CONFERENCE, July 1, 2, and 3.—The annual conference of the above Association was held this year in London, the incoming president being Sir Max Bonn, K.B.E. The Rt. Hon. Margaret Bondfield was the guest of honour at the president's luncheon held at the Savoy Hotel on July 2. During the conference, delegates were conducted over the works of the United Glass Bottle Manufacturers, Ltd., and the Overhaul Works of the London General Omnibus Company. The Association has now completed its tenth year of existence, and enters confidently on future activities in the belief that continuous education is essential if we are to maintain our position in world trade. The conference discussed the reports of several sub-committees, in particular the Rostron report on education and training for the higher posts in commerce. It is worthy of note that the Headmistresses' Association has appointed six representative members to confer with members of the Association on such questions as the best curriculum for girls who are contemplating industry or commerce after leaving a secondary school. Particulars of the Association's activities may be had from the hon. sec., Mr. R. W. Ferguson, 36 Linden Road, Bournville, Birmingham.

* * *

MENTAL HEALTH COURSE (LONDON SCHOOL OF ECONOMICS, SOCIAL SCIENCE DEPARTMENT).—The Child Guidance Council is able through the generosity of the Commonwealth Fund to offer six scholarships of £150 each, tenable by students taking the Mental Health Course of the London School of Economics and Political Science (Department of Social Science and Administration). These scholarships have been given in order to assist suitable candidates who would otherwise, for financial reasons, be unable to take the Course. In the selection of candidates, consideration will be given to their previous experience of social case work, and to the type of work which they wish to pursue after training. It is not intended to give scholarships to young students who have just recently taken a Social Science Certificate and have had little social work experience, but rather to give further specialized training to those who have realized in their work the need for a wider knowledge of mental health problems. The scholarships are open not only to those desirous of doing Child Guidance work, but also to those working for mental defectives (adult or children), to almoners (especially those attached to mental hospitals or clinics), to probation officers, etc. Candidates must fill in the London School of Economics Form of Application and must, in addition, make direct application to the Child Guidance Council on the Scholarships Application Form. The address of the Council is 24 Buckingham Palace Road, S.W. 1.

* * *

TRADE AND DOMESTIC TRAINING FOR GIRLS.—Educational Pamphlet No. 72, just issued by the Board of Education (H.M.S.O., 3d. net), contains a report on trade and domestic training for girls prepared by His Majesty's Inspectors of Schools, who act as advisers to the Board in respect of vocational education for girls and women. The report opens with a brief survey of the development of Girls' Trade Schools in England, and is followed by a summary of their aims, together with a list of Junior Technical Schools and the trades taught in them. The schools provide full-time instruction for at least two years for girls of 14–16 years of age, and maintenance grants are given in cases of necessity. They fall into three categories: trade schools, domestic trade schools, and home training schools. The trade schools give instruction in the vocational subject, and time is also devoted to English subjects, art, mathematics, and physical training. The domestic trade schools train the girls for domestic service, but also include arithmetic, singing, and physical exercises in the curriculum. The home training schools prepare girls for work in their own homes. Contact is maintained between

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the schools and the trades, and care is taken to prevent an oversupply of girls into any particular industry. The report shows the progress made during the last twenty years in the provision of technical education for girls and the very valuable services rendered by the schools, but indicates the need for the establishment of additional schools.

* * *

INCORPORATED ACCOUNTANTS' EXAMINATIONS.—The severity of the examinations to which the would-be Incorporated Accountant has to submit is again exemplified by the results of the last Examinations of the Society of Incorporated Accountants and Auditors. Out of 916 men and women from all parts of the world who submitted themselves for the examinations only 452 passed. The percentage of failures is highest in the Intermediate Examination and lowest in the Preliminary, whilst in the Final Examination 146 passed and the same number failed. In spite of their suitability for the work, women are not presenting themselves in large numbers for the examinations. Eight women sat for the last examinations, and of these five were successful, one in the Final, two in the Intermediate, and two in the Preliminary.

* * *

ROYAL AIR FORCE AIRCRAFT APPRENTICES.—The Air Ministry announces that 600 aircraft apprentices, between the ages of 15 and 17, are required by the Royal Air Force for entry into the Schools of Technical Training at Halton, Bucks, and at Cranwell, near Sleaford, Lincs. They will be enlisted as the result of an open competition and of a limited competition which will be held in the near future by the Civil Service Commissioners and the Air Ministry respectively. Successful candidates will be required to complete a period of twelve years' regular Air Force service from the age of 18, in addition to the training period. At the age of 30 they may return to civil life or may be permitted to re-engage to complete time for pension.

* * *

HEAD MASTERS' EMPLOYMENT COMMITTEE.—The annual report of the above committee for 1928 (H.M.S.O., 2d. net) shows a record of increasing success. During the year 2,432 names were registered, 13,206 interviews were arranged, and 1,289 boys were placed; these figures show an increase of from 300 per cent to 400 per cent over the corresponding figures for 1921. It is emphasized that some of the posts, in which the commencing salary is a low one, often lead to the most highly paid positions in industry or commerce. An analysis of the employments found for the boys on the Committee's register shows that roughly 70 per cent secured "clerical" posts, of whom 7·8 per cent in banks, 9·3 per cent in insurance companies, 7·6 per cent with city merchants, and 3·2 per cent with overseas merchants, are notably large numbers. In other than clerical occupations, the highest percentages were 15·8 in wholesale houses, 4·1 in engineering, and 3·1 in chemical and scientific posts. The highest average commencing salary in the clerical posts was £79 (municipal and public utility services, but oversea mercantile posts offered £81). In the other than clerical section, home railways offered £35, not quite one-fifth of the figure for overseas railways, £181.

* * *

THE ASSOCIATED BOARD OF THE R.A.M. AND THE R.C.M. FOR LOCAL EXAMINATIONS IN MUSIC.—The fortieth annual meeting of the Associated Board of the Royal Academy of Music and the Royal College of Music was held at the Royal College of Music, Prince Consort Road, South Kensington, S.W. 7, on July 9. Colonel Raymond W. ffennell took the chair. The chairman, in moving the adoption of the report, read an encouraging message from the Prince of Wales. Sir Hugh Allen emphasized the fact that the Board was a fusion of the two Royal Schools of Music, and was indissolubly connected with the distinguished musicians who were and had been members of them. Thus it brought the two schools into close relation with each other and enabled them to work together for the good of music. The great strength of the Board lay in the fact that its examiners were members of the two schools, and carried their name with them. To work for the Board was dignified and desirable, for the Board drew its authority from the schools and shared their prestige.

* * *

ENTRANCE EXAMINATIONS.—The Monmouthshire branch of the Assistant Masters' Association urged, at a recent conference at Shrewsbury, the need for reform of the examination for entrance to secondary schools, and suggested that entrants should be grouped by school area so that the balance of disadvantages of children in small rural schools, as compared with the advantages of children in large, well-staffed schools, might be redressed.

Varia

THANKSGIVING SERVICE.—The Oxford University Press has published the Form of Service used in Westminster Abbey on Sunday, July 7, 1929 in a large form (4to) as a memento of an historic occasion, printed on superior paper, price 2s. 6d. net. It may be added that the opening hymn selected is that of the late Sir Cecil Spring-Rice.

* * *

The July Cambridge Local Examinations were held at 351 centres in Great Britain and 25 centres overseas. The total number of candidates entered for the July Higher School Certificate, the School Certificate, and the Junior Local Examination was 10,474. The regulations for 1930 may be obtained from Mr. W. N. Williams, Syndicate Buildings, Cambridge.

* * *

WELLINGTON SCHOOL, SOMERSET—GENEROUS GIFT.—Mr. F. Hugh Fox, the head of the well-known woollen industry in Wellington, has handed to the governors of the school of which he has for many years been chairman the sum of £1,000 for the foundation of a Leaving Scholarship. This splendid gift marks an epoch in the Foundation and development of the school.

* * *

NEW P.N.E.U. SCHOOL FOR GIRLS.—We have received the attractive prospectus of Overston School (near Northampton) which is to be opened in September by the Charlotte Mason Schools Company in a mansion standing in 200 acres of parkland, including a lake of 27 acres. The school will cater for girls of 12 to university age, and the Parents' Union School curriculum will be followed. The principal is Mrs. D. L. Esselmont, O.B.E., and the headmistress is Miss H. E. Wix, formerly H.M.I.

* * *

MESSRS. H. K. LEWIS & CO., LTD., have sent us a copy of the catalogue of their well-known Medical and Scientific Library. It is a well-bound volume of nearly six hundred pages, consisting of two parts: (1) Authors, titles, and dates of publication; (2) Subjects, with authors and dates, and occasionally a word indicating the scope of a book. The Catalogue is more than its title implies, for it really serves as a useful index to scientific publications both old and new and should be valuable to any one turning up the literature of a scientific subject.

BOARD OF EDUCATION.—The Board of Education notify that the Draft, dated February 25, 1929, of the Scheme proposed to be made by the Board for giving effect to arrangements made with the Ministry of Finance for Northern Ireland relating to the superannuation of teachers, has been presented to Parliament for the required period and has now been confirmed by the Board without amendment. Copies of the Scheme can be purchased through any bookseller (price 1d. each) or directly from H.M. Stationery Office, Adastral House, Kingsway, London, W.C. 2 (price by post 1½d.).

* * *

BOARD OF EDUCATION.—The Board of Education notify that the Draft, dated April 5, 1929, of the Regulations for Secondary Schools, 1929, has been published for the required period and has now been confirmed by the Board subject to amendments in Article 17(*a*), *viz.* the insertion of the word "recognized" before "payment" in paragraphs (ii.) and (iii.) of that Article. The Draft now becomes the Regulations for Secondary Schools, 1929, dated June 13, 1929, and copies can be purchased through any bookseller (price 2d. each) or directly from H.M. Stationery Office, Adastral House, Kingsway, London, W.C. 2 (price by post, 2½d.).

* * *

The High Commissioner for Canada has published a bulletin pointing out that many British school text-books have, on inspection, been found to be out of date in respect of information about Canada. He urges that mere correction of existing editions is not enough, and that the marked changes in the economic structure of the Dominion make it essential that books should be re-written so as to take cognisance, *e.g.* of the change during the present century. "Canada has developed from a country mainly devoted to rural pursuits to one engaged to a greater extent in manufactures and in overseas trade. At the same time, the Dominion has explained its natural consciousness and attained an international status not claimed when many of the text-books now in use were written." Abundant information for this purpose is available at the Canadian building in Trafalgar Square, and publishers and authors are promised every facility in securing the necessary data.

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Reviews

THE SCULPTURE OF GREECE AND ROME

Classical Sculpture. By A. W. LAWRENCE. (15s. net. Cape.)

The appearance of a work in English on Greek and Roman sculpture is a notable event. For over thirty years Prof. E. A. Gardner's "Handbook of Greek Sculpture," has been almost the only available and certainly the most useful introduction to that subject for students and general readers. But so much has been discovered in recent years to enlarge our knowledge and alter our critical point of view that an entirely new history of ancient sculpture was most desirable. The present volume goes far to supply the existing want. Mr. Lawrence is already known for his work on Hellenistic Sculpture, and here he sets out in scholarly and clear fashion the development of ancient sculpture with especial attention to chronology, to the styles of the various schools and localities, and to a sober consideration of the principal works of art or copies of famous originals still surviving in the museums of Europe and America. The famous "Girl from Anzio," now in the National Museum at Rome, seems the only major work which has escaped his close-drawn net.

We wish that the author had confined himself entirely to Greek sculpture and left Roman work, except so far as Roman copies of Greek originals must be used, for a separate volume. The true nature of Roman art is bound to suffer by being treated as an appanage of Greek, and this treatment in the past has caused the contemptuous indifference to Roman art which is noticeable in many cultured and artistic people. He would have gained valuable space for his text and also the chance of illustrating still more the works upon which he comments. As it is, this book is undoubtedly the best illustrated one of its kind in English, having 160 plates, many of them containing two reproductions, bound together at the end of the volume; there are a few which are not satisfactorily reproduced; among those unfortunately is the "Leconfield" Aphrodite. Some general chapters on sources, historical significance, materials and copies precede the actual history. In the chapter on copies we wish that definite information had been given about the ways of dating Roman copies. The student who is so largely dependent on copies, wherever he may be studying, should be supplied with the means of estimating the approximate date of those works for himself. Mrs. Lawrence has written a chapter on deities and attributes, as well as a clear account of the styles of dress occurring in Greek and Roman sculpture.

"Aesthetic discussion on the merits or failings of ancient art finds no place in the design," writes Mr. Lawrence in his preface. Yet when the author calls a work "amazing" or "pleasing" as he often does, to avoid, we suspect, the obviously aesthetical adjective "beautiful," he intrudes into the sphere of aesthetics and the reader may justly demand that he should prove his statement. We think that his book would have gained in stimulating quality if he had made more attempt to elucidate as apart from merely "writing up" the artistic value of many of the works he describes. He is evidently not very sympathetic towards early Greek art—the Delphic Charioteer, upon whom he lingers with affectionate attention, is a solitary exception, and he has not a word to suggest the charm of the "Ludovisi Throne," and such a remark as "this statue is to many the most pleasing of its age because of its mingling of naturalism, idealism, and formalism . . .' will prove hard food for many. To those who already know something about ancient sculpture the book is stimulating both by its reservations and silences as well as by the truthful and plain formulation of its judgments, and all can learn much from what is "an up-to-date statement of what is known on pagan Greek and Roman sculpture."

There appears to be a misprint in the footnote on page 179 and on page 80. "Selinus" should be read for 'Selene."

TWO AMERICAN EDUCATIONAL YEARBOOKS

The Twenty-Seventh Yearbook of the National Society for the Study of Education. Nature and Nurture. Part I. *Their Influence upon Intelligence.* Part II. *Their Influence upon Achievement.* Edited by G. M. WHIPPLE. ($1.75 each. Bloomington, Illinois: Public School Publishing Co.)

The Twenty-Eighth Yearbook of the National Society for the Study of Education. Pre-school and Parental Education. Part I. *Organization and Development.* Part II. *Research and Method.* Edited by G. M. WHIPPLE. (Cloth, $3.60. Paper, $3.00. Bloomington, Illinois: Public School Publishing Co.)

The Yearbooks of the National Society have become essential to all who wish to be kept up to date with regard to Educational Research. The two volumes issued in 1928 are mainly devoted to reports of new investigations into the problem of the Influence of Nature and Nurture upon Intelligence and Educational Achievement. One of the principles laid down by the Committee beforehand was that investigations tending to emphasize either the possibilities or the limitations of training were to be equally welcomed, but it is impossible for the reader to fail to realize that the majority of the investigations tend to show how very sternly nature limits the possibilities of education. For instance, from an extremely careful and scientific investigation into the intelligence of foster-children who were adopted into good families at a very early age, the conclusion is drawn that the total contribution of heredity is not far from 75 or 80 per cent. In another investigation sixty-four girls from inferior environments were given intelligence tests when they were first admitted into an excellent institution, and were again tested after some years spent under these good conditions; the results showed no appreciable effect of environmental change upon the intelligence quotient.

In Part II one of the most interesting papers contains a comparison of the scholastic achievements of two groups of superior children in "special opportunity" classes in New York. The Higher Group contained twenty children whose mean intelligence quotient reached the remarkable figure of 165, while that of the Lower Group was 146. Both groups contained children of the same ages, had the same educational advantages, and came from superior homes, yet in almost every scholastic test during a period of three years the results of the Higher Group were consistently higher than those of the Lower, the only exception being in the case of penmanship. The investigators therefore feel convinced that children cannot be equalized in achievement by equalization of opportunity. These conclusions may seem pessimistic, but the editors frankly admit that they do not feel that any final answer to the nature-nurture problem has yet been attained. What they ask for from the reader is a patient and unprejudiced study of the investigations.

The Twenty-Eighth Yearbook is of even greater practical value, as in England as well as in the States the fate of the Nursery School is one of the burning questions of the day. This volume gives a survey of all recent work in the field of pre-school education, *i.e.* the training of children from birth up to the age of six or seven years, and also of parental education, *i.e.* all methods and devices for training parents in the understanding and care of their children. The home, day nurseries, children's clinics, nursery schools, and kindergartens are all considered separately, and one of the most valuable chapters contains detailed descriptions of the work in fourteen different nursery schools. Full bibliographies are also given of recent research in the field of child development, physical, intellectual and emotional. The last chapter discusses the value of the various methods of keeping records of the development of young children.

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Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

Design as Applied to Arts and Crafts. By F. R. SMITH. (2s. 6d. net. Pitman.)

Is a clear, concise manual on the subject, giving sources of design, principles, and styles of ornament, &c., with excellent illustrations. It should prove a useful text-book to teachers and students and save much laborious note-taking.

Gesso. By IDALIA B. LITTLEJOHNS. (2s. 6d. net. Pitman.)

Before the Bluestockings. By ADA WALLAS (Mrs. GRAHAM WALLAS). (8s. 6d. net. Allen & Unwin.)

Leatherwork for Boys and Girls. By N. A. POOLE (Mrs. T. REED). (1s. 6d. University of London Press.)

Art in the Elementary School. By MARGARET E. MATHIAS. (7s. 6d. net. Scribner.)

Twelve Cards Showing Lettering for Arts and Crafts: Containing Roman Capitals (Trajan Alphabet), Block Letters, Lower Case (as used with Roman Capitals), Gothic Capitals. By R. R. TOMLINSON. (1s. 6d. Nelson.)

Sir Edmund Hornby: an Autobiography. (18s. net. Constable.)

"A great and industrious representative of his country, Consular Judge in three Empires which had by his time lagged far enough behind the progress of occidental civilization to have assumed the likeness of a sleeping beauty's court, or a spellbound ogre's castle, he revives for us the romantic days of the British diplomatic and consular service." Thus does Mr. D. L. Murray, in his introduction to this fascinating autobiography, describe Sir Edmund Hornby. To mordant sketches of such men as Lord Stratford de Redcliffe and Lord John Russell, and picturesque descriptions of his adventures in Turkey and China and Japan, the writer adds many very funny stories. One of the wittiest and liveliest books we have read for some time.

Alexander the Great: a Biographical Study. By E. I. ROBSON. (7s. 6d. net. Cape.)

A Woman of India: Being the Life of Saroj Nalini (Founder of the Women's Institute Movement in India). By her husband, G. S. DUTT. (4s. 6d. The Hogarth Press.)

Peeps at Great Men. Charles Dickens. By S. JEANS. *George Washington and the Men who made the American Revolution.* By MARY GAUNT. *Peeps at Great Explorers. David Livingstone.* By G. E. MITTON. *Vasco da Gama: Discoverer of the Sea Route to India.* By Sir G. SCOTT. (2s. 6d. net each. Black.)

Readings from Vergil. Aeneid I–III. Edited by A. DUTHIE. (1s. 6d. Harrap.)

We have already commented with approval upon the series to which the present selection from Virgil belongs. The idea of the series is to present young readers with an abridged, and therefore more easily read, version of a Latin original which yet retains the exact words of the Latin author. The present volume contains an abridged account of the first three books of the Aeneid reduced to about a half of their original length. Mr. Duthie himself says that to alter the Aeneid must seem like sacrilege to those who know and love it. Nor do we suggest that for adults his abridged version can be a thing of joy, but his work has been done for schoolboys and it seems to us to be a very valuable and skilful work. What we do maintain is that he has succeeded in producing an abridged version of Aeneid I–III, which can be read in half the time that the original would have taken, and which yet omits nothing that the average schoolboy would find in any way impressive. Altogether it is a book which should most certainly be given a trial in the class-room.

The Future of Greek Studies: An Inaugural Lecture Delivered May 6, 1929. By Prof. D. S. ROBERTSON. (2s. net. Cambridge University Press.)

A Progressive Course of Latin Unseens. Selected and Edited by H. A. HENDERSON and C. W. BATY. (3s. 6d. Oxford University Press.)

Sensim: A Systematic Course in Latin Unseen Translation. By R. D. WORMALD. Book II. (2s. 6d. Arnold.)

Porta Latina: A First Latin Translation and Exercise Book. By A. R. FLORIAN. (2s. 6d. Rivingtons.)

EDUCATION

Lifelong Education: a Sketch of the Range and Significance of the Adult Education Movement. By Dr. B. A. YEAXLEE. (2s. 6d. net. Cassell.)

The Adult Education movement has not only come to stay; it will probably have results for our whole educational system far beyond what most people realize at present. To keenness upon his own continued education, the intelligent man-in-the-street will inevitably add sensitiveness to the short-comings of schools and schoolmasters. It is well that teachers and general readers should have the opportunity of realizing what has been done so far in the way of adult education, and Dr. Yeaxlee's interesting compendium provides that opportunity very well indeed.

Urban Influences on Higher Education in England and the United States. By. Dr. P. R. KOLBE. (8s. 6d. net. New York: Macmillan.)

It is not easy to realize that less than seventy years ago university education in this country was predominantly represented by the colleges which had grown up around two small country towns, Oxford and Cambridge. The younger universities have mostly arisen in great cities, and they represent in a special sense the "urban influences on higher education," with which this books deals. Dr. Kolbe has, moreover, provided a most interesting study in comparative education. Our own urban universities are of recent and rapid growth compared with those of America, with consequent differences of aim and outlook. The book is a valuable addition to the series of "Studies in Adult Education," several of which have been favourably noticed in these columns.

Educational Sociology for Beginners. By Prof. D. SNEDDEN. (15s. net. New York: Macmillan.)

Dr. Snedden is very well known in America, and fairly well known in England, as a leading exponent of the sociological foundations of education, and of the allied subject of vocational education. His larger work on educational sociology was published in 1923. The scope and intention of the present work are indicated by the title. The larger book is too advanced for the young "executant" as distinguished from the "policy-maker" This book is meant, in fact, primarily for persons whom we should call students in training colleges. It is probable that sociological studies in education are more urgently necessary in America than in England, with its older and more homogeneous social structure. On the other hand, we are beginning to see the importance of social science in connexion with all studies in educational aims and values, and Dr. Snedden's book, which is suggestive and stimulating rather than exhaustive, should find a welcome in our training colleges.

Introduction to Education. By F. L. CLAPP, W. J. CHASE, and C. MERRIMAN. (12s. 6d. net. Ginn.)

This ambitious book covers what the authors call "the general field of education," and is meant to serve as an introductory course to give a wide background to the more specialized study of certain aspects of the subject. This volume therefore treats not only of the history of education and the educational systems of various countries, but also of the different types of schools, the training of teachers, the psychology of learning, and the fundamental methods of teaching. Naturally this field is too wide for detailed treatment, but the matter has been well selected, and the bibliographies attached to each chapter suggest plenty of additional reading. A good point is the wealth of concrete illustrations and definite facts, presented in the form of tables, charts, graphs, &c.

A Modern Philosophy of Education. By Prof. G. H. THOMSON. (8s. 6d. net. Allen & Unwin.)

A Short History of Repton. By A. MACDONALD. (12s. 6d. net. Benn.)

Elementary Principles of Education. By E. L. THORNDIKE and A. I. GATES. (6s. 6d. net. New York: Macmillan.)

The First Book of Schemes of Work, Senior Schools and Classes. The Second Book of Schemes of Work, Infants and Juniors. (3s. 6d. net each. Evans.)

University College, London, 1826–1926. By H. HALE BELLOT. (25s. net. University of London Press.)

The Reading Interests and Habits of Adults: A Preliminary Report. By Dr. W. S. GRAY and RUTH MUNROE. (15s. net. New York: Macmillan.)

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ENGLISH, POETRY, AND DRAMA

ERRATUM.—We regret that in our last month's issue of *The Journal of Education*, the author of "Teaching English: Class Exercises and Notes for Teachers," published by Messrs. Macmillan, was referred to in the review as "Godfrey Elton"—(page 546, col. 2). It should have been *the late Mr. Geoffrey Elton*. He was a cousin of Mr. Godfrey Elton, tutor of Queen's College, Oxford.

Pitman's Common-Sense English Course. By F. F. POTTER. Senior Series. Book I (for Pupils 11–12 Years). (1s. 4d.). Book II (for Pupils 12–13 Years). (1s. 5d. Pitman.)

A full and well-arranged table of contents at the beginning enables the teacher to see at a glance the aim and scope of each exercise in this very practical course, based upon short passages from standard authors. It is at least doubtful whether the sight of words wrongly spelt, as in I, p. 9, and II, p. 5, may not tend to establish a permanent uncertainty in the child's mind as to the correct form. The idea in Exercise 19 (I, p. 23) and Exercise 12 (II, p. 27) on "Words which are much overworked," is worth expanding, and so, too, is Exercise 36 (II, p. 75) on the study of misunderstandings underlying schoolboy "howlers."

Practical Criticism: a Study of Literary Judgment. By I. A. RICHARDS. (12s. 6d. net. Kegan Paul.)

We take it that no serious student of literary criticism has omitted to take account of Mr. Richards's "Principles of Literary Criticism," published four years ago. In that book he occupied the ground where criticism and psychology meet, well knowing the weakness of criticism, and the limited power of psychology—a suspect among the sciences—to help her. In the present volume Mr. Richards gives an account of an experiment, and makes provisional suggestions arising therefrom. Thirteen poems of unrevealed authorship were commented on at different times by a number of persons, mostly such as might be reading for an honours degree in English. Their comments are illuminating. The same poem, for instance, is described by one as "absolute tripe," and by another as "very effective indeed—obviously sincere and very pleasant to read." Thus Mr. Richards gets his chance of an original and stimulating inquiry into the causes of sometimes fantastic differences in literary judgments, and the possible remedies. The suggested remedies lie mostly in the sphere of teaching. Having said so much, we think no more is necessary to attract the attention of readers of an educational journal. To teachers of English in particular, as well as to students of education in a general sense, we recommend this vigorous study.

True Fairy Tales from Nature. By Mrs. D. H. HIND. Book X. (*a*) *Bobtail and Runfast;* (*b*) *Highflier.* Book II. (*a*) *Little Bobby Redvest;* (*b*) *The Nibblers.* Book XII. (*a*) *Mr. Prickly;* (*b*) *The Two Blackjacks.* Paper, 2½d. each. Limp Cloth, 4½d. each. Russell.)

It is more than three years ago that the earlier books in this series, afterwards adopted for use in the L.C.C. schools, were noticed in these columns. These later examples are equally characterized by a wholesome simplicity and absence of sentimentality in their account of the life and habits of the wild things whose real names are so transparently concealed, while there is much to arouse in the young reader a curiosity about the other creatures which appear in connexion with the main story. Children will probably enjoy finding answers to questions at the end which incidentally help to explain the little mysteries.

(1) *Swords on the Sea.* By AGNES D. HEWES. (10s. 6d. Knopf.)
(2) *East South East.* By F. V. MORLEY. (7s. 6d. net Longmans.)

Two adventure stories of exceptional merit. (1) Is a well-constructed romance of the great days of Venice, her brave admirals and adventurous traders, her deadly feud with Genoa, fighting on the sea, convoying of corn and pepper, and carpets and pearls, across the desert and the Mediterranean. This is a beautifully printed "Knopf" book, but the price is beyond most school libraries, and a cheaper edition would be welcome. (2) Is a stirring story of a Baltimore boy who runs away from home in the first years of the nineteenth century, goes aboard a trader, and finds himself voyaging to Liverpool. The tale abounds in unexpected turns and ingenuities, especially in the use which the writer makes of his three literary sources, hinted at but not disclosed in his "Foreword."

The Riven Pall. By RONALD GURNER. (7s. 6d. net. Dent.)

Harry Storth is the clever son of one of the less fortunate members of the great Storth family, to which Orechester (or, may we say Sheffield?) owes so much of its industrial development. His hard-headed materialistic father seeks to imbue him with his own ambitions, but Harry at Burnend Secondary School and the Municipal University, becomes inspired with a nobler aim—to apply electrical inventions to the freeing of Orechester from its pall of smoke. In what conflicts, in home and works, his knight-errantry involves him, and how he succeeds at last, is told in a narrative that never flags in interest or in humour, for all the writer's ethical earnestness. The headmaster of Whitgift's School, Croydon, in his brief residence in Sheffield, clearly acquired a more than superficial insight into Yorkshire character.

Studies in English: a Book for Secondary Schools. By W. ROBB. Part I. Language. (2s. 6d. Longmans.)

Each one of the chapters of this book could very well be used as a starting point for individual extended study. That dealing with "A Day with a Dictionary" with its facsimile pages from the Oxford English Dictionary and Webster's New International Dictionary; and that dealing with "A Day with the Map of Britain" introduce the pupil in the happiest possible way to the study of words and their relations, and of place-names and their origin.

Speech Training in the School. By MARJORIE GULLAN. (1s. 6d. net. Evans.)

Those who have had the pleasure of hearing the delightful speech of some of Miss Marjorie Gullan's pupils will welcome this description of her methods and will be glad to follow her example and play the speech game with their pupils.

Narrative Verse: Chaucer to Martin Armstrong. Selected and Annotated by H. A TREBLE and G. H. VALLINS. (3s. University of London Press.)

An admirable selection: narrative verse will always appeal to those who like a story whether told in prose or verse. The avoidance of the more hackneyed examples of poems of this type has not in this case involved any loss of interest.

A Rapid Survey of English Literature. By E. H. BLAKENEY. Fourth Edition. (2s. 6d. Blackie.)

Not a mere set of brief biographies, still less a "rapid survey" in the shape of hasty generalizations, but a remarkably well-chosen collection of illustrative passages. The little book deserves its success, and grows better with each new edition.

Tales of the South Seas. By L. BECKE. Selected and Annotated by G. MACKANESS.
The Whale Hunters and Other Stories. By J. J. BELL. (1s. 9d. each. Nelson.)

It has been said that the human boy is a compound of pig, pirate, and poet. For the pig, literature (except in the form of adult fiction) does not cater; but it is a good thing that the pirate as well as the poet should receive the wholesome nourishment that good literature can give. So these latest additions of adventure-stories to the "Teaching of English" Series deserve a welcome.

Practical Grammar. By Dr. C. F. ALLAN. (Cloth Boards, 2s. 6d. Also in Two Parts, Limp Cloth, 1s. 6d. each. McDougall's Educational Co.)

A capital book of lessons and exercises for the lower forms of post-primary schools; very much alive.

Nature in English Literature. By Prof. E. BLUNDEN. (3s. 6d. The Hogarth Press.)

With no disparagement of the merits of its predecessors be it said, this is probably the most delightful volume that has yet appeared in the "Hogarth Lectures." By sympathy with nature and with poetry, by wide and thoughtful reading, and by the command of a felicitous style, Mr. Edmund Blunden is admirably qualified to treat of his theme. The titles of some of his chapters will indicate his method of approach: "The Spirit Wooed," "The Unknown God," "The Pastoral Dream," "The Farmer's Boy." Among the most charming pages are those which contain the analysis of Collins's "Ode to Evening," the study of Vaughan's nature-poems, and the tribute to White's "Selborne," especially to its beautiful rhythms.

The Path of Glory. By G. BLAKE. (6s. net. Constable.)

Mr. Blake, undaunted by the plethora of war books written since 1918, has achieved the distinction of telling a story of the Great War in a new way. His hero is a slow-thinking, inarticulate

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Scot of the Islands who is drawn into the British Army by the magic of the bagpipes. The crude life of the training camps of the early war period is well depicted, and we get a graphic account of the ill-fated Dardanelles expedition. The crisp style of the narrative is very effective, and the author succeeds in re-creating the war-time atmosphere. We are left with a strong feeling of the impotence of the individual soldier and the tragic sacrifices of ordinary humanity upon the altar of Mars.

A Guide to the Best Historical Novels and Tales. By J. NIELD. Fifth Edition. (30s. net. Mathews and Marrot.)

To most of our readers we imagine that Nield's "Guide to Historical Novels" needs no introduction. It was published twenty-seven years ago, passed rapidly through three editions, reached a fourth edition in 1911, and now appears in a fifth. Each re-issue has been an advance upon its predecessor in point of accuracy and completeness. In this fifth and latest, the book has not only been revised and enlarged, but mostly re-written. The book takes its place as a matter of course in all reference libraries, whether public or other. It should also be found in school libraries. Historical fiction is not history; but that the best historical fiction stimulates the historical imagination, and makes the past live, is acknowledged by the most distinguished of living historians. The thanks of the reading public in general, and of teachers in particular, are due to Mr. Nield, and they are hereby informed that the fifth edition is almost a different book from the fourth.

A Dickens Guide, together with True Stories of the Great Novelist. By A. W. BARNES. (1s. net. Bale & Danielsson.)

Twenty-Four Stories. Collected and Edited by A. E. M. BAYLISS. (1s. 9d. Nelson.)

Great Essays of All Nations: Two Hundred and Twenty-nine Essays from all Periods and Countries. Edited by F. H. PRITCHARD. (8s. 6d. net. Harrap.)

The Conan Doyle Stories: The Ring and the Camp; Pirates and Blue Water; Terror and Mystery; Twilight and the Unseen; Adventure and Medical Life; Tales of Long Ago. By A. CONAN DOYLE. (7s. 6d. net. Murray.)

Ability Exercises in English. By A. C. S. ASHMORE and R. T. WILLIAMS. Book I (For Standards I and II). (5d. Russell.)

Realms of Gold: Graded Infant Story Readers. Reader I. By Miss A. C. EVANS. (1s. Cassell.)

Travellers' Tales and Sketches. Edited by A. E. M. BAYLISS. (2s. Harrap.)

Living English for Modern Schools. By J. R. CROSSLAND. Book 2. (Paper, 10d. Cloth, 1s. Arnold.)

Ayala's Angel. The Kellys and the O'Kellys. By ANTHONY TROLLOPE. (Cloth, 2s. net. Leather, 3s. 6d. net each. Oxford University Press.)

Frank Mildmay, or The Naval Officer. Peter Simple. By Captain MARRYAT. (3s. 6d. net each. Dent.)

Idiomatic English of the Present Day: In Practical Dialogue Form for the Use of Foreign Students. By B. T. KNIGHT SMITH. (2s. 6d. Dent.)

Pen-Portraits and Character-Sketches. Selected by A. E. M. BAYLISS. (2s. Harrap.)

Devil's Drum. By LORD GORELL. (7s. 6d. net. Murray.)

Introductory English Extracts and Exercises for Comparative Study and Training in Composition. By F. H. PRITCHARD. (1s. 9d. Harrap.)

On the Arch of the Rainbow: A Fairy Tale. By MARY TYREMAN. (Health and Cleanliness Council.)

Joining Charles and Other Stories. By ELIZABETH BOWEN. (6s. net. Constable.)

In the Service of Youth: Chapters on Certain Phases of the Teaching of English in Junior and Senior High Schools. By JOHN B. OPDYCKE. (12s. 6d. net. Pitman.)

The Heart of Emerson's Journals. Edited by BLISS PERRY. (3s. 6d. net. Constable.)

Poems of Eva Gore-Booth. Complete Edition, with "The Inner Life of a Child," and Letters, and a Biographical Introduction by ESTHER ROPER. (8s. 6d. net. Longmans.)

Eva Gore-Booth is probably known best by "The Little Waves of Breffny," familiar as a song, and also from its inclusion in "Poems of To-Day." But that wistful little lyric does not adequately represent her, for any one of the Celtic school of poets might have written it. She owed much to Mr. W. B. Yeats, but whilst the disciple never achieved the technical skill of the master, she surpasses him in tenderness and spiritual depth. Her one fault is her fluency: she wrote so much that just fell short of the perfection which achieves immortality. Miss Roper, her intimate friend and fellow-labourer for many years in the cause of working women, to which she gave herself so unselfishly, has written her biography briefly but sufficiently and with a loving touch. This and the letters and the prose fragment of autobiography ("The Inner Life of a Child") reveal her as a personality of rare charm, well deserving the tribute of a memorial volume.

The Law of the Amateur Stage: A Handbook on the Law Relating to the Entertainments Duty, the Licensing of Theatres and Stage Plays, the Law of Copyright, Sunday Performances, the Employment of Children in Theatres, Insurances and Matters Relating Generally to the Law as it Affects the Amateur Stage. By D. S. Page. (5s. net. Pitman.)

A very comprehensive and useful compendium.

A Private Anthology. Made by NAOMI ROYDE-SMITH. New Issue. (3s. 6d. net. Constable.)

Modern Anthologists too frequently practise the art of earning a livelihood by taking in each other's washing. Miss Royde-Smith is an exception. Her selection is fresh and distinguished, and deserves to be better known. In this reprint, by the way, T. E. Brown's name still appears with a superfluous "e" (p. 86).

The Golden Staircase: Poems and Verses for Children. Chosen by L. CHISHOLM. Revised Edition. (Part VI., 7d. Part VIII, 9d. Part X, 8d. Nelson.)

The White Dove: A Play in Three Acts for Guides and Brownies. By "TAFFY." (Health and Cleanliness Council.)

Ballads Ancient and Modern, with a Few of the Traditional Airs. Selected and Edited by R. MACINTYRE. *Shakespeare as Poet: An Anthology.* Arranged and Edited by A. R. ENTWISTLE. (1s. 9d. each. Nelson.)

Exiled: An Evolutionary Comedy in Three Acts. By J. GALSWORTHY. (3s. net. Duckworth.)

Poets and Poetry. Arranged by E. J. S. LAY. Senior Books 1, 2, and 3. (Books 1 and 2, paper, 1s. 2d. Cloth, 1s. 5d. each. Book 3, paper, 1s. 6d. Cloth, 1s. 9d. Macmillan.)

English Verse. Chosen and Edited by W. PEACOCK. In Five Volumes. Vol. 2, *Campion to the Ballads.* (Cloth, 2s. net. Leather, 3s. 6d. net. Oxford University Press.)

IMPERIAL BABY WEEK CHALLENGE SHIELD.—The Imperial Baby Week Challenge Shield for the year 1928–1929 goes to the Kalutara Baby Week Committee (Ceylon), who thus win it away from the Benoni Baby Week Committee (Transvaal, South Africa), the winners last year. This Imperial Baby Week Challenge Shield is awarded annually by the National Baby Week Council for the best local Baby Week held throughout the Empire (exclusive of the British Isles).

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EVOLUTION AND DARWINISM.—The July issue of the *Hibbert Journal* contains several contributions bearing on the problem of evolution and the future of man. Prof. C. Lloyd Morgan deals with "Emergence and Freedom," discussing the theory of emergent evolution with which his name is associated; Mr. W. J. Blyton has an article entitled "Where Humanism Breaks Down"; Mr. Hugh P. Vowles writes on "Modern Science and Cosmic Purpose"; Prof. T. Brailsford Robertson gives his views on the ultimate purpose of the scientific worker in social evolution; while the Bishop of Exeter contributes an article entitled "Darwinism and What it Implies." Truly a collection calculated to give a serious minded reader much food for thought. The Bishop of Exeter's article is different in type from the others and will appeal more readily to the general reader. He states that he accepts the Darwinian theory as he understands it—the simple principle of the struggle for life and the survival of the fittest—and is concerned to show how it affects and is affected by the Christian ideal. At present, we endeavour to preserve all races and all types of humanity; should we not rather let natural selection take its course and allow the inferior races and types to die out? If we follow up to its logical conclusion this view of Darwinism, should we not emphasize class distinctions and intellectual ability rather than take the Christian view of mercy, love, and humanity? The Bishop of Exeter finds his answer by accepting the Darwinian theory as true, but only as part of a larger truth. Evolution has been accomplished by the development of our senses; is it not possible that an inner sense, a spiritual sense, is also gradually developing? Christian civilization succeeds by reason of this developing sense of right. His lordship's article will be read with interest by the many who have difficulty in reconciling crude Darwinism with Christian ethics.

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GEOGRAPHY

(1) *The World: a General Geography.* By Dr. L. D. Stamp. (5s. Longmans.)
(2) *The Home of Man. Part I. The British Isles.* By W. C. BROWN and P. H. JOHNSON. Revised Edition. (3s. 6d. Harrap.)

(1) The first part of this volume deals with physical and world geography, the remaining chapters with regional geography of the continents. The lessons contain up-to-date information arranged in suitable form for candidates preparing for the London Matriculation and the various School Certificate examinations. Numerous sketch maps and diagrams illustrate the text. At the end of the book are ten good coloured maps folded in such a way that any map can be used when the text is being studied; the map of the world (drawn on Mercator's Projection) showing the British Empire, might with advantage be replaced by one drawn on an equal area projection. (2) The revised edition of this book provides a very satisfactory course of lessons on the human geography of the homeland. The structure of the British Isles is particularly well described, and the coalfields are taken as units for detailed geographical study. The text is interspersed with numerous exercises and questions for individual work.

(1) *Try for Yourself Geography.* By M. WARINGTON. (1s. Black).
(2) *The Foundation Series of General Geography.* By M. G. A. BAILIE. *The Americas.* (1s. 6d.). *Africa.* (1s. Gill).
(3) *Philips' Picture Map of Africa.* Designed by MARGARET W. SPILHAUS. (Mounted on cloth, with metal rims, 5s. Mounted on cloth, with rollers, 6s. G. Philip & Son).

(1) The aim of this exercise book is to get young children to do individual work in their own way and at their own pace. The suggested method is certainly a good one. On each page are two pictures with suitable questions under them and a ruled space for the answers. The child is expected to use an elementary atlas when doing the questions. The answers are given at the end of the book and they can be detached until the child is ready for the work to be checked. (2) is intended for more advanced pupils, and the sets of exercises are based mainly on map work. Specimen maps are printed on the left-hand page and on the other pages the geographical facts are clearly tabulated. (3) The Pictorial Map of Africa will give young children some idea of life in different parts of the Continent, and will arouse their interest in the geography lessons which will follow. The small pictures round the margin of the map depict scenes in the exploration and discovery of parts of Africa.

(1) *The Modern School Atlas.* Edited by W. R. KERMACK. (1s. 6d. Johnston.)
(2) *Murby's Profile Sheets: for Drawing Sections Across Contour Maps.* (Single Sheet, 1d. Packet of ten Sheets, 6d. Murby.)

(1) "The Modern School Atlas" contains forty pages of coloured plates. The maps show physical, political, climatic, and economic features. There is also a satisfactory index in which the latitude and longitude of important places are given. For so good a production the price is very low. (2) The lines on these sheets are ruled at equal intervals so that sections can be drawn quickly and accurately across contour maps (especially across the one-inch and six-inch ordnance maps).

A Progressive Geography. By C. B. THURSTON. Book IIa. *Britain Overseas.* (2s. 9d. Arnold.)
Somerset. By S. E. WINBOLT. (6s. net. Bell.)
Africa. By L. S. SUGGATE. (6s. Harrap.)
Sussex. By J. H. FORD. (2s. 6d. Knopf.)
Devon. By S. E. WINBOLT. (6s. net. Bell.)
Land Utilization Map of the County of Northampton: Prepared from a Parish Survey on the Six-Inch Scale, Carried out by the Pupils of the Public, Secondary and Elementary Schools of the County, under the Supervision of their Teachers. (Northamptonshire Education Committee.)
Australia: A General Account—History: Resources: Production: Social Conditions. By G. S. BROWNE. (2s. 6d. Nelson.)
The Living World Geographies. By M. T. WOODHOUSE. Book II. *The British Isles.* (Paper, 1s. 3d. Cloth, 1s. 6d. Arnold.)

HISTORY

The British Empire Since 1783: Its Political and Economic Development. By Prof. A. P. NEWTON and Prof. J. EWING. (5s. Methuen.)

Profs. Newton, of King's College, London, and Ewing of Rhodes College, Grahamstown, have produced a very useful handbook of recent imperial history. There are many manuals dealing adequately with the old empire which was built up in the seventeenth century and destroyed in the eighteenth; but there are few that treat in a satisfactory manner the new empire which sprang up spontaneously out of the ruins of its predecessor after 1783. Hence this succinct, well-arranged, and authoritative survey will supply a real educational need. One of its most valuable features is that it treats of the economic side of imperial development as fully as it treats of the political side.

European History, 1715–1789. By S. S. CAMERON. (2s. Bell.

It is convenient to have for school use a succinct survey of the complicated history of Europe during the seventy-two years that preceded the French Revolution. Mr. Cameron, who evidently knows the period well, has provided a sound summary of the wars and diplomacy of that remarkable group of rulers known as the "benevolent despots," viz. Louis XV., Frederick the Great, Maria Theresa, Joseph II, and Catherine of Russia. He adds a list of books for further reading to assist those who wish to pursue their studies in the period more fully.

England in Modern Times (1714–1902). By R. M. RAYNER. (5s. Longmans.)

In several respects this is a model text-book. The following are its conspicuous merits. First, it is full, accurate, well-informed, and lucid. Secondly, its material is excellently arranged, and most conveniently divided up for school purposes into parts, chapters, and sections. Thirdly, while keeping close to chronology, it contrives to give an adequate treatment to each main topic as it arises. Fourthly, although political history is its central theme, it brings in a good deal of supplementary information respecting contemporary art and literature. Finally, it is supplied with useful maps, time-charts, and lists of questions. The only serious defects that strike the eye are the total lack of illustrations, the absence of all references to authorities, and the omission of a bibliography. These are defects, however, which a teacher will readily remedy, and in the hands of a good teacher the book should make preparation for the School Certificate and Matriculation examinations a simple matter.

(1) *A History of Greece.* By C. E. ROBINSON. (7s. 6d. Methuen.)
(2) *The Story of the Greek People.* By Dr. E. M. TAPPAN. New Edition. (2s. 6d. Harrap.)

There was ample room for a new handbook of Greek history. As Mr. Robinson says in his preface to the masterly manual now before us, the last thirty years have seen discoveries so momentous that the whole subject has had to be reconsidered and rewritten. The records of the excavations at Troy, Mycenae, Gnossos and elsewhere are, of course, embedded in the proceedings of the Hellenic and other learned societies. The publication of the "Cambridge Ancient History," however, has been a means of collecting the main results into a manageable compass; and upon the "Cambridge Ancient History" Mr. Robinson has primarily based his excellent summary. In it we have then a clear and well-written survey, admirably illustrated by delightful photographs, of Greek history as it appears to the scholars of the present day. For some years to come Mr. Robinson's text-book should hold the field against all rivals.

Dr. Eva Tappan's "Story of the Greek People," now reprinted, with revisions, for the eighth time since its original publication in 1911, is intended to serve a lowlier purpose. It is meant to introduce the Greeks to the lower forms of schools, and its continued popularity indicates how effectively it fulfils its purpose.

A Social and Industrial History of England. By Dr. F. W. TICKNER. Second Edition. (7s. 6d. net. Arnold.)
In the Beginning: A First History for Little Children. By EVA ERLEIGH. (2s. Nelson.)
An Historical Geography of Europe, 800–1789. By J. M. THOMPSON. (5s. net. Clarendon Press.)
The Hittite Empire: Being a Survey of the History, Geography, and Monuments of Hittite Asia Minor and Syria. By Prof. J. GARSTANG. (25s. net. Constable.)
British History: A Survey of the History of all the British Peoples. By R. MUIR. (Complete, 7s. 6d.) Also in Four Parts. Part I. *The Peoples of the Islands* (to 1485). (2s. 6d.) Part 2. *Empire and Liberty* (1485–1714). (3s.) Part 3. *A Century of Conflict* (1688–1815). (3s.) Part 4. *From Waterloo to Geneva* (1815–1929). (3s. G. Philip & Son.)

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MATHEMATICS

Groundwork of Calculus. By W. HUNTER. (5s. 6d. University Tutorial Press.)

This course does not differ essentially from other introductions to the Calculus, which have been published in recent years. It opens with a chapter on graphs and gradients, and ends with a brief treatment of the exponential and logarithmic functions. The treatment is full and precise; some teachers may find rather more discussion in the text than they like, but it is not excessively formal. There are numerous examples which include applications to mechanics and physics.

Step-at-a-Time Arithmetic. By R. W. M. GIBBS, D. G. PERRY, and J. A. HOWELLS. (Junior Series. Books I and II. Pupils. Paper, 7d. each. Cloth, 10d. each. Book I, Teachers, 2s. Black.)

Groundwork in Arithmetic. By J. O. WESTWORTH. Book I (Paper, 6d. Cloth, 9d.) Book IV (Paper, 9d. Cloth, 1s.). (McDougall's Educational Co.)

Progressive Practice in Mental Arithmetic. By A. KEMP. Book I (Class III.) Paper, 5d. Cloth, 7½d. Book V (Class VII-VIII.) Paper, 7d. Cloth, 9½d. (McDougall's Educational Co.)

The New Approach Arithmetics. By E. KENYON. Books 1–7. (Books 1 and 2. Paper, 7d. each. Cloth, 10d. each. Books 3 and 4. Paper, 8d. each. Cloth, 11d. each. Book 5. Paper, 9d. Cloth, 1s. Book 6. Paper, 10d. Cloth, 1s. 1d. Book 7. Paper, 1s. Cloth, 1s. 3d. Sampson Low.)

Larcombe's Junior Arithmetics. By Dr. H. J. LARCOMBE. Transition Book: for Pupils of ages 7½–9 years. (6d. net.) Book I: for pupils of ages 8½–10 years. Book II: for pupils of ages 9½–11 years. Book III: for pupils of ages 10–11 years. (8d. net each. Teachers' Books, 2s. 6d. net each. Evans.)

In the first stages of learning arithmetic a large part of the difficulties encountered arise in reading questions and visualizing their meaning, and it is arguable that facility in the simplest number operations such as adding two and two to make four will have been acquired before a child is capable of reading a text-book at all readily. But a great deal of practice is necessary before real facility is acquired, and the writers of these text-books produce a large number of suitable examples, many of them simplified by illustrations or diagrams to assist the visualizing process. They are in accordance with the "Suggestions for the Teaching of Arithmetic," issued by the Board of Education. The difficulty now for the teacher is to choose the book best suited to his personal methods and idiosyncrasies; there are a number of good text-books available and we can only advise him to look at some of those in the above list and choose for himself.

The Student's Pocket Case of Mathematical Instruments. (9d. net. Macmillan.)

There are two special merits in this case of instruments which we have examined: one is the price, which is remarkably low, and the other is a pair of dividers, an instrument which is not always included in cheap boxes and should certainly be used even from the beginning of practical geometry. The compass and dividers are strongly made, but have no adjusting screws, and may work loose in the course of time. The ruler, set-squares, and protractor are of thin metal, and in clumsy or destructive hands may soon be distorted in shape and lose their accuracy. But one cannot expect the best boxwood and celluloid for ninepence.

The Essentials of Arithmetic: a Manual for Teachers. By R. WALKER. (6s. net. Harrap.)

This book consists of two parts, the first dealing with teaching method in all the elementary processes of arithmetic, the second containing sets of exercises preceded by typical worked examples. The chapters in the two parts correspond, and it is not easy to see any advantage gained by the separation of the hints on method from the specimen examples, unless it is intended to publish Part II separately as a pupils' book. A chapter on the "chain rule" and the "rule of mixtures" will not find favour with many. Otherwise the contents are sound and practical. The price for a substantial book, which is clearly printed in large type, is pleasantly low.

The Elements of Mechanics. By W. D. HILLS. (2s. 9d. University of London Press.)

Calculus for Technical Students. By S. N. FORREST. (5s. Arnold.)

Examples in Applied Mathematics. By R. O. STREET. (4s. Methuen.)

The Art of Arithmetic. By Dr. H. E. J. CURZON. Pupil's Book VIII. (2s. Nelson.)

Everyday Arithmetic and Accounts. First Year Course. By W. S. BEARD. (Paper, 1s. Cloth, 1s. 6d. Oxford University Press.)

Mechanics and Applied Mathematics: Dynamics—Statics—Hydrostatics. By W. D. HILLS. Parts 1 and 2. (8s. 6d. University of London Press.)

Experimental Hydrostatics and Mechanics for School Certificate Students. By E. NIGHTINGALE. (4s. 6d. Bell.)

MODERN LANGUAGES

How Shall We Train the Teacher of Modern Languages? A Textbook on Modern Language Method for Use in Training Colleges, and for all Interested in the Study and Teaching of Modern Languages. By E. H. A. ROBSON. (5s. net. Heffer.)

In reviewing the A.M.A. inquiry into modern language teaching we said that it was a book that every modern language teacher should have on his shelves. Without wishing to make those shelves too weighty we should be inclined to say the same of this book. Mr. Robson is witty and touches many of the sides of the subject. He gives information about books that does not occur elsewhere. As a lecturer on phonetics he is naturally an out-and-out new methodist. But he has a way with him which is delightful after the pompous seriousness of the majority of those who write on education. Of course, he does not solve the question of giving us a fool-proof method as we had in Latin. He supposes, as do all writers on French and German methods, that every teacher is a perfect bilinguist, as are Rancès and Boillot, and that the classes they will teach will contain none but brilliant scholars. Whereas if there is a boy or girl who knows nothing of French or German after a five-year course, you can usually be sure that he or she has been taught the new method by an incapable teacher. Mr. Robson addresses himself chiefly to Scots teachers, who are usually more successful in their teaching than those in England. He has read quite a large number of books both on modern language teaching and on general literature, but it would have been more convenient to the reader to have had all his lists in an appendix, divided into essential works to possess and other works to be read. In Chapter XII he gives a list on French and German life and manners, in which solid works of real value like those of Bodley and Hamerton are mixed up with works of slight and ephemeral interest by Mona Clarke, Claire de Pratz, and Herbage Edwards. For French politics, the wise reader will depend more on *The Times* than on the *Daily Mail* or the *New Statesman*. In his list of books on French literature he omits E. Montfort's "Vingt-cinq Ans de Littérature Française," the fullest work on recent literature. But these are spots on the sun, the book should be read and will be enjoyed by all.

Test Examinations in German. Arranged by A. S. MACPHERSON. (1s. 6d. Methuen.)

A Third Book of French Poetry. Selected and Edited by Dr. R. L. G. RITCHIE. (2s. 6d. Nelson.)

La Fleur Merveilleuse: Pièce en Quatre Actes, en Vers. By M. ZAMACOIS. (2s. 6d. Longmans.)

Beginners' Spanish. By J. M. FITTARO and A. GREEN. (4s. 6d. Heath.)

Marlborough's Tourist's Spanish Self-Taught Phrase Book, with Phonetic Pronunciation. By A. J. R. V. GARCIA. (1s. 6d. net. Marlborough.)

La Retraite de Moscou: Extraits de "Le'Histoire de la Grande Armée pendant L'Année 1812," par Général de Ségur, Aide de Camp de Napoleon. Edited by J. C. M. EDWARDS. (1s. 6d. Bell.)

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A Skeleton French Verb Note Book. By S. WORMALD. (1s. 6d. Author, Liverpool Institute, Liverpool.)

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(Continued on page 608)

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Richard Kane Looks at Life. By I. EDMAN. (3s. 6d. net. Constable.)

The Psychology of the Pre-School Child. By Dr. J. DREVER and MARGARET DRUMMOND. (6s. net. Partridge.)

This book can be unreservedly recommended for all who are interested in children; it would make an excellent introductory text-book of child psychology for students in training colleges. Its appearance is particularly opportune at this moment, when interest in Nursery schools and the child guidance clinics is so rapidly increasing, and it will no doubt definitely stimulate that interest. Its style is simple and direct; the matter is based on personal experience of children and wide knowledge of modern psychology. A valuable addition to the home and school library.

A Manual of Psychology. By Prof. G. F. STOUT. Fourth Edition. Revised in Collaboration with the Author, by C. A. MACE. (12s. 6d. University Tutorial Press.)

The third edition of Prof. Stout's well known manual, containing substantial differences from the second, was issued in 1913. The intervening period of sixteen years has been fruitful of discussion and experiment in the field of psychology, and now appears the fourth edition, revised partly by the author, but chiefly by a younger hand. It would have been out of keeping with the general spirit of the book, and would only have introduced confusion, if the latest new things such as behaviourism and psycho-analysis, had been dragged in by the revisers. The author and his helper have adopted the better way of giving a carefully re-considered presentation of psychology as understood in orthodox academic circles. The latest new things must prove their worth more clearly than they have yet done, before they can be admitted into standard treatises for academic youth. We welcome this revised edition of a deservedly esteemed text-book, and we wish the book a new lease of life.

The Psychology of the Infant. By Dr. S. BERNFIELD. Translated by ROSETTA HURWITZ. (15s. net. Kegan Paul.)

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Facing Life. By W. H. P. FAUNCE. (8s. 6d. net. New York: Macmillan.)

A series of brief addresses, delivered by the President of Brown University, U.S.A., to students at the morning chapel services. Though very brief, the topics are well selected and well handled.

Loretto School Sermons by a Layman. By A. R. SMITH. (6s. net. Oxford University Press.)

These helpful sermons by the late headmaster of Loretto, preached between the years 1908-1926, well deserve to be printed. They deal with interesting themes well calculated to appeal to boys, and to influence them. Such subjects are dealt with as: "True Greatness," "Dangers of Habit," "Tradition not Enough," "Time and Destiny." A certain number fall within the War period, and the subjects dealt with are suggested by that convulsion. Here the idealistic note is never lost. Many will be glad to possess this attractive book.

The Child in the Church: Essays on the Religious Education of Children and the Training of Character. By MARIA MONTESSORI. Edited by M. STANDING, with a Chapter on the Montessori Method. (5s. Sands.)

This distinctly interesting book will arouse the curiosity of many teachers. Perhaps the best way of illustrating its general character will be to quote a short passage: "When Mossèn Angelès began to explain the Sacraments he wished to address himself to the older children only, but the youngest would not go away, and followed his words with the greatest attention. This truly extraordinary priest seemed born for his mission, and even the little children of three followed him spellbound. He prepared the Baptismal Font, and the things necessary for the rite; chose the god-father and god-mother from among the children themselves; asked some one to bring a little baby over whom he performed, one by one, the sacred rites used in the administration of this great Sacrament. On other occasions, a bigger child acted as a catechumen and asked for baptism. The children showed keen interest in learning that baptism in the early days of the Church was conferred on adults, and that, to them, it is still given when they are converted to Catholicism. Thus, they gathered, little by little, their first notions of the Liturgy." The book is well illustrated.

The Prophets of Israel. By Rev. A. W. F. BLUNT. (3s. 6d. Clarendon Press.)

Mr. Blunt knows how to write clearly and attractively, and in the volume under review has produced a distinctly useful book. He surveys the rise of the prophetic movement in Israel, and then devotes a series of chapters to the prophets individually. A final chapter is devoted to apocalyptic. A collection of questions on the various chapters rounds off the volume, which can be commended to teachers in secondary and public schools and in Bible classes.

If I Lived in Palestine. By MARY ENTWISTLE. *Yarns on the Book.* By A. M. CHIRGWIN. (1s. each. Edinburgh House Press.)

The Four Gospels and the Acts of the Apostles in the Authorized Version. (Cloth, 2s. net. Leather, 3s. 6d. net. Oxford University Press.)

The Touch of Healing: Stories of Medical Missionaries at Work. By M. M. WOOD. (1s. net. Edinburgh House Press.)

(*Continued on page 610*)

NATIONAL BABY WEEK COUNCIL.—Her Majesty the Queen addressed a message of good-will on the occasion of the thirteenth National Baby Week—which began on Monday, July 1st. The three aspects of the maternity and child welfare campaign to which Her Majesty refers in her message are: (*a*) Practical measures which can be taken to combat maternal mortality, morbidity, and disability. In this connexion the Council is drawing attention to the questions of ante-natal and post-natal clinics, convalescent homes for mothers, holidays for mothers, and home helps, (*b*) what Local Authorities and parents can do to lessen the incidence and dangers of infectious diseases amongst young children, (*c*) the importance of the teaching of parent-craft and hygiene to school children.

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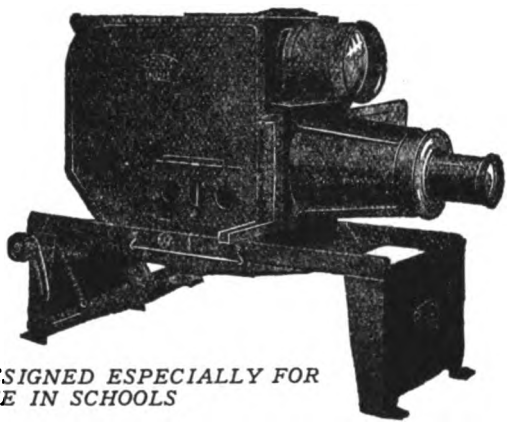

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A Textbook of Botany. By J. M. LOWSON. Revised in Collaboration with the Author by L. C. FOX. Seventh Edition. (9s. 6d. University Tutorial Press.)

In this latest edition of this well-known text-book several new diagrams are inserted, and the subject matter has been amplified in accordance with the results of recent research. In view of the economic importance of fungi belonging to the genus *Sphaerotheca*, we welcome the inclusion of this troublesome parasite among the selected types. The standard of the book is that of the London Intermediate and similar examinations.

(1) *Textbook of Evolution and Genetics.* By Prof. A. W. LINDSEY. (12s. 6d. net. New York: Macmillan.)

(2) *Evolution and Man.* By Prof. H. W. SHIMER. (11s. 6d. net. Ginn.)

Up to a certain point these two books cover the same ground: both set forth the evidences in favour of evolution, selecting them from the structure of existing creatures, from embryology, palæontology, and geographical distribution, and including the evolution of man. Both also examine impartially the rival theories that endeavour to account for evolution. Prof. Lindsey deals with his material in considerable detail, while Prof. Shimer's treatment is more concise and condensed. Both books are freely and admirably illustrated. Otherwise, however, (1) diverges to a full discussion of genetics; and (2) to the consideration of the evolution of the mental, moral and social qualities of mankind. The chapters on Genetics contain excellent accounts of Mendelism and the chromosome theory of heredity, and their bearing on evolutionary processes; and also stress the importance of Eugenics. As a whole (1) is a book that may safely be put into the hands of students equipped with a fair knowledge of biology, and that the intelligent layman who wishes to know the trend of modern biology could read with appreciation. The closing chapters of (2), *viz.* Effect of Environment upon Man, Four Instinctive Impulses [self-preservation, reproduction, parental impulse, herd impulse], Man's Control of his Evolution, Evolution of Service, and Expanding Consciousness, appeal to a wide audience, and should be read by all interested in social welfare work, whether in this country or overseas, and especially by those charged with administrative duties. It is not sufficiently generally realized that the social animal Man is to a large degree subject to the same evolutionary "laws" as the rest of organic nature. These chapters should convince that so it is.

Elementary Qualitative and Volumetric Analysis. By N. F. WATTERSON. (2s. 6d. Cambridge University Press.)

Mr. Watterson's book includes simple qualitative analysis as well as some quantitative, but the latter is not so fully dealt with as in Mr. Shearcroft's course. A useful feature is the inclusion of a number of questions and exercises.

Science Teaching: What it Was—What it Is—What it Might Be. By F. W. WESTAWAY. (10s. 6d. net. Blackie.)

A Junior Chemistry: Theoretical and Experimental. By Dr. F. MATTHEWS. (2s. 6d. Longmans.)

Electricity and Magnetism. By J. M. MOIR. (3s. 6d. Arnold.)

Test Examinations in Botany. Arranged by M. A. JOHNSTONE. (1s. 3d. Methuen.)

What Darwin Really Said: Connected Extracts from the "Origin of Species." (6d. net. Routledge.)

Anthropology and Modern Life. By Prof. F. BOAS. (10s. net. Allen & Unwin.)

The Rhythms of Life and Other Essays in Science. By Dr. D. F. FRASER-HARRIS. (5s. net. Routledge.)

Wayside and Woodland Blossoms: A Pocket Guide to British Wild Fowers for the Country Rambler. (Third Series.) With clear Descriptions of 153 Species, including all the British Orchids. (7s. 6d. net. Warne.)

The New Matriculation Sound. By Dr. R. W. STEWART. Revised by R. W. HUTCHINSON. Second Edition. (4s. University Tutorial Press.)

A School Chemistry. By A. BROOKS. (4s. 6d. University of London Press.)

First Year Practical Physics. By A. PICKLES. (1s. 6d. Bell.)

Biology by Discovery. By ETHEL GREEN and ETHEL A. POTTER. (5s. Dent.)

An Introduction to the Chemistry of Plant Products. Vol. 2. *Metabolic Processes.* By Dr. P. HAAS and Prof. T. G. HILL. Second Edition. (10s. 6d. net. Longmans.)

Man and Civilization: An Inquiry into the Bases of Contemporary Life. By JOHN STORCK. Third Revised Edition. (15s. net. Constable.)

MISCELLANEOUS

Railways of To-Day: Their Evolution, Equipment and Operation; with Tabular Appendices of Notable Engineering Features, Locomotive Types, Classes and Dimensions, Fastest and Longest Train Journeys, &c., and Exhaustive Index. By C. J. ALLEN. (12s. 6d. net. Warne.)

This is a remarkably complete and well-illustrated guide to the subject, and should find a place in every school library; headmasters might well include it in their lists of prize books. It appeals to the schoolboy with a turn for mechanics, as well as to the adult enthusiast.

Knowing Ourselves: A Book of Sexual Instruction for Boys. By A. W. BARNES. (1s. net. Bale & Danielsson.)

Concerning Ourselves: A Book of Sexual Instruction for Girls. By A. W. BARNES. (1s. net. Bale & Danielsson.)

Two clearly-written and sane booklets, either of which can be given with confidence to adolescent boys or girls. Miss Maude Royden contributes a foreword to both.

How to Speak in Public: A Popular Guide to Fluency in Debate and to the Easy Mastery of the Art of Effective Self-Expression on all Public Occasions. By C. F. CARR and F. E. STEVENS. (3s. 6d. net. Pitman.)

How to Choose Your Career. By W. L. IVEY. (3s. 6d. net. Pitman.)

The English. By H. W. NEVINSON. (6d. net. Routledge.)

Famous Cricket Clubs. By H. E. POWELL-JONES. (2s. 6d. net. Deane, The Year Book Press.)

The Book of the Aeroplane. By Captain Jl. L. PRITCHARD. Second Edition. (7s. 6d. net. Longmans.)

Elements of Public Speech. By Prof. J. K. HORNER. (7s. 6d. net. Methuen.)

The "Previous" (Fourteenth Series): Containing Papers set in the Previous Examination, 1925–1928, together with Answers to the Mathematical Questions. (5s. net. Bowes & Bowes.)

Board of Education. Educational Pamphlets. No. 70. *Report on the Position of French in the First School Certificate Examinations (Midsummer, 1928).* (6d. net. H.M.S.O.)

The Elizabethan Shakespeare: Annual Shakespeare Lecture of the British Academy, 1929. By J. D. WILSON. (1s. net. Oxford University Press.)

Education (Scotland). *Statistics in Respect of Education Areas for the Year 1927–1928.* (1s. net. H.M.S.O.)

The Celebration Bulletin. Edited by Dr. F. H. HAYWARD. No. 8. *A Memorial Celebration of Shakespeare; a Service Celebration of Work and Saving ("Labour—Thrift—Gambling").* No. 9. *A Memorial Celebration of* (1) *Schubert;* (2) *Shaftesbury; A Service Celebration of Temperance.* No. 10. *Memorial Celebrations of* (1) *Amos;* (2) *Isaiah;* (3) *Jeremiah;* (4) *Cyrus the Great, and The Great Prophet of Israel's Restoration.* No. 11. *Memorial Celebrations of* (1) *David Livingstone;* (2) *Florence Nightingale.* (1s. each. Russell.)

The Association for Education in Industry and Commerce. *Annual Report of the Association for the Year 1928–29.*

Government of Palestine. Department of Education. *Annual Report for the Scholastic Year 1927–1928.* (Department of Education, P.O. Box 404, Jerusalem.)

The Employment Committee of the Incorporated Association of Head Masters of Public Secondary Schools, in Association with the Ministry of Labour. *Annual Report for 1928.* (2d. net. H.M.S.O.)

The Use of Money. By Rev. L. B. CURRIE. (4d. net. S.P.C.K. and Church of England Sunday School Institute.)

S.P.E. Tract. No. 32. *The B.B.C's Recommendations for Pronouncing Doubtful Words* Reissued with Criticisms. Edited by ROBERT BRIDGES. (3s. 6d. net. Clarendon Press.)

Catalogue of Lewis's Medical and Scientific Circulating Library. Part I. *Authors and Titles.* Part II. *Classified Index of Subjects, with Names of Authors who have written upon them.* New Edition, Revised to the End of 1927. (15s. net. To Subscribers, 7s. 6d. net. Lewis.)

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The Teacher: Types, Contacts, and Interests

IX.—THE TEACHER AS TRAVELLER

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

THE Teacher on Holiday might in some ways be a better heading for this article, but symmetry demands the uniform *as* of the series. Truth to tell, the matter of holidays subtends a very big angle in the minds of teachers and of those who are thinking of being teachers. It is part of the emoluments of the profession, and has certainly a great deal to do with attracting recruits. This matter has not escaped the attention of educational administrators, and among them there is not lacking an unsympathetic minority who say that vacation should be included as part of the salary. As a matter of fact it is. For without the current liberal holidays, the present moderate salaries would not attract the quality of teacher that they do to-day.

Teachers will be well advised, however, to take great care in the attitude they adopt in speaking of holidays in connexion with their profession. It is poor policy to claim, as some of us do, that we need longer holidays than others because our work is more severe. The wise among us can readily picture the contemptuous grin of the harassed business man as he hears our claim. He thinks of the five hours a day for five days in the week, and no financial worries; and ironically asks within himself how long their holidays must be to enable the overburdened teachers to recuperate after this inordinate drain on their energies.

Yes, yes, I know all that you want to say, and to say justly, about the special strain involved in our type of work. I admit that we are on the go the whole school day through; that virtue is going out of us all the while; that there are no let-ups during the school time; that the business man can sit at his desk and think out his problems, if not at his ease at least with peace and quietness to do it in, while we have to do our work all the time in face of an exacting class; that our personality is always on the stretch. All this is true, but it will only increase the smile on the lips and the twinkle in the eye of the business man. Remember that he too claims to have a hard time in the office, so fatiguing in fact that he has made of his tiredness at the end of the business day somewhat of a slogan, as the Americans put it, and has emphasized it by reducing it to initials. So long as the tired business man has personified himself under the initials, the T.B.M., there is little chance of his listening otherwise than sardonically to our plea of hard work.

In point of fact there are symptoms of a move quite in the opposite direction from that the teachers would like or expect. There is a distinct movement in the air in favour of longer school hours. This does not mean more work for the pupils. Parents and the public in general are convinced of the danger of overpressure. There is not the same outcry as I was accustomed to as a young teacher, for the excellent reason that school conditions have been so improved that the danger of overpressure is past. But this new move is in the direction of increasing the school hours so as to give the pupils more free time out of school.

This is only a new form in which George Bernard Shaw's favourite idea about the function of schools is exemplified. You remember that he regards these institutions as prisons in which the children can be incarcerated for as many hours as possible each day, so as to leave the parents free from troubling about them. Obviously an increase in the number of school hours will mean so much the more time of the parents set free from boyish and girlish interruptions. The idea is that the same amount of teaching be carried on as at present, but that instead of the pupils taking a certain amount of work home with them, this individual work should be done by the pupils in school, so that when the later school bell rings at, say, six o'clock, the pupils pack up their books, stuff them in their desks, and start for home, free boys and girls, till next morning's school bell calls them back to prison.

The public will think little of how the teacher feels in the matter. Hasn't he the enormously short hours that are not paralleled in any other profession. An hour or two added per day will do him good instead of harm. Yes, let's increase the school hours.

In this little struggle let us, as in real warfare, give up the frontal attack on the callousness of parents and the public, and see what can be done on the flank. Here, happily, fortune smiles upon us. We have a weapon ready to our hand, and not only so but a weapon that we can use with a good conscience. Leaving ourselves entirely out of court we can plead the cause of our pupils, knowing that in so doing we are pleading our own. Yet our conscience holds its peace, for it knows that in the ultimate resort our interest and our pupils' are one. Of the two, however, the T.B.M. is inclined to listen to only one plea, the pupil's.

A tired teacher means a mishandled pupil: so does a narrow teacher, a socially awkward teacher, an untravelled teacher. Treating the pupil as a stalking-horse we can get an excellent shot at the T.B.M. by using his own criticism of us. If it be true, as he himself maintains in season and out of season, that we are narrow in our views and restricted in our sympathies, it is clearly to our pupils' interest that we should have opportunities of widening our range and getting into touch with the big outer world, and of learning from men in general and the T.B.M. in particular. This argument obviously leads straight to the subject of this article. The teacher can overcome the limitations inherent in the school-room only by easy access to the big busy world outside it.

This is recognized in a practical way in the nation that stands at the very top of the class of practicality. For in the world-class when the subject of *the practical* is brought forward, America, as of acknowledged right, takes the

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place of Dux. YetAmerica has led the way in establishing in Universities, at any rate, that glorious institution the Sabbatical year—one whole year in seven during which the jaded mind of the instructor is allowed to recuperate. I had nearly written 'lie fallow,' but my professional daimon was in time to whisper that it would never do to put matters in that way. For the unleashed instructor is expected to spend the year in such a way as to increase his fitness for his job. In some cases, no doubt, this is best done by doing nothing at all. If the seventh year Sabbatarian is really worn out, the best plan may be to take a literal rest, and lie metaphorically on his back. In some cases the University authorities make allowance for this sort of thing, permit it, but do not encourage it. The regulation sometimes runs: a year with full salary if the instructor engages in research, or goes abroad: half salary in other cases. Most University Sabbatarians in America draw full salary—and they are right. If they feel too deflated to undertake research work of a technical kind, they are always fit to take up an intensive course of psychological study that deals definitely with human nature in its broadest sense.

With us who have not yet reached the glory of the septennial Sabbath, our teachers are keenly alive to the advantages of using our vacations for purposes of pleasant research of a strictly extra-mural kind into human nature. Many of us when wandering on the continent of Europe have come across the bitter complaint from our travelling compatriots that they cannot get room to move about in August and September for the swarm of adjectived School-ma'ams. The complainants do not realize that there are few tourist people on the continent who have such a good right to be there as these same school folk. Somehow the ordinary tourist resents the women teachers much more than their men colleagues. The reason is not far to seek. The men teachers who roam over the continent (with the exception of the tiny number whose subject is modern languages) are just about as helpless as their plain non-scholastic fellows. But the women teachers have usually the grace to make themselves acquainted with something approaching the language of the country in which they find themselves. They are remarkably efficient, too, in the matter of making hotel arrangements, and the plain man tourist has many occasions to complain that these school-ma'ams have done prematurely what the complainant had only got the length of meaning to do.

In the past the masters were slightly differentiated from the mistresses by their preference for Alpine climbing. But now in this as in so many other directions, there is a movement towards equality. In another respect the sexes are drawing together. Formerly the men were very apt to overdo the energetic. A man would finish his final class on a Friday afternoon, and on Monday find himself on the top of some Swiss peak. He kept up this pace for a couple of months and then came back to school to wonder how in the world he had got so tired. He had done nothing all the time but enjoy himself, and here he was in the classroom quite ready to challenge the claims of the T.B.M.

Both sexes are beginning to realize that fatigue is no respecter of occupations, and follows as easily a "good time" as a "severe term." But while both men and women are slacking off a little in the output of mere physical energy, the women seem unwilling to give up their museum and picture gallery orgies. It is their wretched consciences that make the trouble. There is so much to be seen and so little time to see it in, and all those gaping yellow beaks of their pupils at home waiting to be fed! The freshmen at the University of Aberdeen are locally known as *bajans*, the derivation, philologists tell us, is from the French *bec jaune*, the combined meaning of which suggests the callowness of the young brood. This would exhaust the meaning in an ordinary university, but in Aberdeen the undergraduate lust for knowledge is so keen that the figure may be made to include the freshman's intellectual hunger, as well as his callowness. The schoolmistresses on their travels have their home *bajans* in mind all the time, and they are apt to keep on picking up unconsidered trifles of knowledge for them all along the line.

But naturally the mistresses as well as the masters pick up more than mere crumbs of information, important as these sometimes are as side-lights in their day by day teaching. They acquire points of view of their own, and above all they discover that other peoples have points of view in their turn, and that life is made up of the clash of the different attitudes arising from these varying viewpoints. As a nation we are accused of insularity, and as a profession we are said to be exaggeratedly insular. The charge both against nation and profession is much less justifiable than it used to be, and the increased travelling of our masters and mistresses to a large extent accounts for the change. As everybody knows, this problem of the value of travelling is a source of violent difference of opinion, the area of conflict ranging from the music hall stage to the serious pages of Montaigne and Roger Ascham.

The wandering nigger-minstrel in the vaudeville is twitted by his professional player-up with being only a rolling stone, and therefore not likely to gather much moss, which enables him to make the effective retort that it is not moss he is after, but polish. Shakespeare would appear to side with the wanderer by putting into the mouth of one of the Two Gentlemen of Verona the words:

"Home-keeping youth have ever homely wits."

But his remark is made without prejudice, as the lawyers say, for the discussion between Valentine and Proteus was strictly romantic, and far removed from the arena of educational debate. Far otherwise do we find matters when old Roger Ascham gets his hand in. Naturally neither Ascham, nor his opponent in this matter, Montaigne, not to say Shakespeare, had any thought of the schoolmaster in what they wrote. It was the pupil who filled their limelight. But their arguments have a direct bearing on the problem of the home-keeping teacher. Old Ascham had a profound dislike of foreigners, and it is quite evident that he expected no good to come from a closer connexion with them. He has no use for that creation of which there was a good deal of talk in his time, "an Italianate Englishman."

But Roger is too good a diplomatist to put all his cards on the table: he bases his objections to travelling on educational grounds. It was the custom in his time, as everybody knows, for the wealthy young man to round off his education by a prolonged tour on the continent. To this Roger strenuously objects. He does not mince words. He says bluntly:

"A young gentleman thus bred up in this goodly school, to learn the next and ready way to sin, to have a busy head, a factious heart, a talkative tongue, fed with a discoursing of factions, led to contemn God and his religion, shall come home into England but very ill-taught, either to be an honest man himself, a quiet subject to his prince, or willing to serve God under obedience of honest living."

Maybe in all this he was right in those days. But he does not improve his case when he carries his argument into the theory of education. He remarks that:

"Learning teaches more in one year than experience in twenty; and learning teaches safely, when experience maketh more miserable than wise."

Regarding the misery brought about by experience, Roger is probably safe enough, but in his first clause he comes perilously near the Noahic teaching of Isaac Habrecht, who flourished in the early sixteen hundreds, and is accused of writing the sentence:

"One would learn to know all the animals of the world more quickly by visiting Noah's Ark than by traversing the world, and picking up knowledge as he went."

Natural history is a bad subject to select as a specimen of the work of the stay-at-home educator. So long as he sticks to the good old subject of the Classics he is fairly safe, for these can be brilliantly dealt with in the study: but when it comes to the outer world, things get decidedly rocky for the teacher homebird. This is equally true when we come to examine the more educational side

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as contrasted with the instructional. Ascham's attitude is hard hit by an old writer, but later in history than he. Writing in America, where books of the kind I need at the moment are rare birds indeed, I cannot give the name of the author—though my memory hints that it was Vincent Bourne—nor whether he had Ascham in mind when he wrote his quatrain. I do not think he had, but in any case he hits the Ascham target:

"Mamma will keep her boy at home, and guide herself and teach him;
Lest bitter pain from leathern thong or birchen twig should reach him.
And so mamma by thee alone let the dear boy be guided:
He'll be so safe within thy home, and such a fool outside it."

The modern view is all in favour of letting the young see as much of the world as possible. Witness the enormous development of the *Wander Tag* in Germany and the important share it is taking in the new Youth Movement there. But the encouragement of travel has spread to the teachers all over the world, though naturally it shows itself most markedly in America, where teachers have always had a roving tendency. It has got the length of the daily newspapers and has even, like Silas Wegg, dropped into verse. Read what James J. Montague has to say:

I've never held with teachers
Throughout my earlier days;
I thought them pompous creatures
With patronizing ways.
But these old views are shaken,
And now I must admit
That I have been mistaken
Quite a bit.

A man should go and travel
In various foreign parts,
So that he will not cavil
Thereafter at the arts.
And for this pleasant errand
He should be paid as well,
Declares Professor Ferrand
Of Cornell.

The time at which foreign experience is to be got is a matter of some importance. Montaigne has the idea that the sooner this experience is acquired the better:

"That he may whet and sharpen his wits by rubbing them upon those of others, I would have a boy sent abroad very young."

Many people to-day agree with Montaigne, but very often when we probe their reason it will be found that what is at the back of their minds is the matter of language. The notion is that the sooner the youngster acquires the foreign language the better his knowledge of it. This raises all the thorny questions of a boy learning a foreign language at the expense of his own, and all the problems involved in the interference of one language with another. So we are not sorry when we recollect that all this is none of our business at present, and that we have to keep to our teacher travellers.

One bit of actual experience here comes to our help. In the training colleges for elementary teachers many years ago the privilege of a third year was granted to specially capable students who had done well during their two years. This year could be spent abroad, and was eagerly taken up by students who had acquired a fair knowledge of either French or German. The scheme worked well: but by and by administrative needs made it desirable to postpone this third year till after the student had left college and had taught in a school for a couple of years. This was thought to be a retrograde step, and critics said it would break the continuity of the student's intellectual progress, and thus stunt his development. Experience showed exactly the opposite. The intervening couple of years proved a valuable consolidation period that enabled them to profit more from the third year when it came. So that mature teachers need not be afraid that they are too old to benefit by travel in whatever form that comes.

For we must realize that besides the joyous private-adventure travel that the teachers' ordinary vacation makes possible, there is now a growing exchange system by which the teachers of one country may exchange with teachers from another. Naturally at present this is mainly between countries using the same language. The English-speaking peoples exchange most readily with each other. But the need for exchange is greater between people who use different languages. The advantages in the way of international comity are obvious and can be readily attained by patriotic teachers with a cosmopolitan spirit.

But till this system of exchange has been vastly more extended than it promises to become in the immediate future, the teachers must depend on themselves to gain that breadth and culture in certain directions that only travel can bring. The radio and the kinema have done much, and will do more, to widen our range, but when all is said the only way to understand a people is to go and see them, and if possible mix with them.

So keenly does the profession realize the need for foreign travel that among themselves teachers are making collective arrangements for excursions to foreign lands. Certain teacher associations, for example, are taking up this matter and organizing quite long trips. This is excellent, so far as it goes, and has the great advantage of bringing foreign travel within the reach of purses that are all too lean. So far so good. But the results are not quite as valuable as those that come from independent travel. The school atmosphere is carried with the corporate travellers. From one point of view this is an advantage, as the trip can be so arranged as to cover just the ground that the teachers *need*, even if it is not quite the ground they all want. Just as in the matter of books the teacher should read widely in directions that have no specific bearing on his work, so in travelling he ought to go to a great many places that interest him as *Mensch*, even if they have no direct importance to him as teacher.

After a good human holiday, the teacher comes back better fitted for his professional work, even if he has not visited a single museum or picture gallery. He has met different types of people, has experienced different ways of eating and drinking and playing: he has taken a deep bath in the great pool of humanity, and therefore is more at home with himself and the world than he was before.

We are getting more and more used to the idea of parents taking some personal interest in the schools and staffs that are concerned with their children. It is worth while noting that a good many of those meetings between staff and parents should be arranged for the early part of the session, when the teachers are still wearing the social sunburn that inevitably results from a happy holiday. Parents cannot help under these circumstances seeing that a fairly long holiday for the teachers is to the advantage of the pupils.

MADRIGAL

Anonymous. Set to music by John Farmer (fl. 1591-1601).

Take time while time doth last,
Mark how fair fadeth fast;
Beware if envy reign,
Take heed of proud disdain:
Hold fast now in thy youth,
Regard thy vowèd truth,
Lest, when thou waxeth old,
Friends fail and love grow cold.

Occasionem quae paratur arripe.
Res pulchra ut omnis occidit brevi, vide.
Invidia ne sit pectoris praeses, cave.
Fastidium absit et superbia moribus.
Fidem dedisti? Stabilis hanc serva, puer,
Ne tristis experiaris ipse olim senex
Lentos amicos iamque amorem frigidum.

BASIL ANDERTON

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History Reading for School Examinations

By E. H. DANCE, M.A.

V.—ECONOMIC AND SOCIAL HISTORY

SOCIAL History as a subject for school examinations is one of the twentieth-century revolutions. As a matter of interest for the general reader, on the other hand, it goes back well into the nineteenth century. We have been so self-conscious, during the last generation, about the evils of drum-and-trumpet history, and so anxious not to repeat in our schools the errors which, here and in Germany, led to 1914, that we have perhaps too much ignored the fact that drum-and-trumpet history was condemned, early in the reign of Queen Victoria, by the first historian who discovered how to make a history-book into a "best-seller." Macaulay set out deliberately to "produce something which shall for a few days supersede the last fashionable novel on the tables of young ladies"; and his recipe was, he said, to relegate drum-and-trumpet to its proper place, and to give due weight for the first time to social affairs. "The circumstances which have most influence on the happiness of mankind, the changes of manners and morals, the transition of communities from poverty to wealth, from knowledge to ignorance, from ferocity to humanity—these are, for the most part, noiseless revolutions. Their progress is rarely indicated by what historians are pleased to call important events. They are not achieved by armies, or enacted by Senates; they are sanctioned by no treaties, and recorded in no archives. They are carried on in every school, in every church, behind ten-thousand counters, at ten-thousand firesides. . . . We must remember how small a proportion the good or evil effected by a single statesman can bear to the good or evil of a great social system." Carlyle, at about the same time, was in the same camp: "Which was the greatest benefactor—he who gained the battles of Cannae and Trasimene, or the nameless poor who first hammered out for himself an iron spade? Battles and war-tumults pass away like tavern brawls. Laws themselves, political constitutions, are not our life, but only the house in which our life is led. Nay, they are but the bare walls of the house, all whose essential furniture is the work of a long-forgotten train of artists and artisans who from the first have been jointly teaching us how to think and how to act. . . . Historians dwell with disproportionate fondness in senate-houses, in battle-fields, nay, even in kings' antechambers, forgetting that far away from such scenes the mighty tide of thought and action was still rolling on its course, that in its thousand remote valleys a whole world of existence was blooming and fading, whether the famous victory was won or lost."

Both of these quotations are over three-quarters of a century old, and they both put the case for social history at least as well as any of us have been putting it during the last twenty-five years. It is all perfectly true—so perfectly, that even the examination syllabuses have long ago come into line. And yet, true though it is, it is as partial as all our views of the truth—at least as partial as the drum-and-trumpet view of history which it fortunately displaced. Macaulay, in fact, failed to practise what he preached; roughly speaking, he got social history off his chest in the immortal chapter III (which is about all of him that anybody reads nowadays) and devoted the rest of his book to political history of the traditional sort, with more than usual about war because there was more war than usual at the time of which he was writing. As for Carlyle, he changed his mind about history as he did about so many other things, and finished his career so deep in Hero-worship that he defined history as "the biography of great men"—especially great men of the drum-and-trumpet variety, such as Oliver Cromwell and Frederick the Great.

For that matter, we of this generation surely know that drums and trumpets can make a deal of difference to the lives and the history of mankind; wars, as well as the poor, we have always with us, and for that reason it is our business to study how to avoid, and if necessary conduct, the wars, as much as it is our business to study how to avoid, or if necessary control, poverty and other social difficulties. Social history, like diplomatic and political history, is inadequate if taken alone. It is more absurd to teach the history of the first quarter of the nineteenth century by dealing in detail with the Combination Laws and skipping Napoleon, than it is by dealing fully with Napoleon and skipping the Combination Laws; or to teach the history of the "hungry forties" by explaining the social reasons which persuaded Peel into Free Trade, and neglecting the political reasons which persuaded him to delay it so long. History is not so lop-sided as the merely social historian would have us believe; like the military and political historians, he needs to be put in his place; and there is not much doubt that the process has already begun—not least in the schools. Social History as a separate subject has failed to establish itself in the syllabuses of any of the School Certificate examinations, and most of them reflect the current confidence in the unity of History by announcing that social and economic questions may be asked in the papers on political history. In the Higher Certificate it is different; here, the students are admittedly specialists, and their history is therefore permitted to be specialized like themselves. All but two of the Higher Certificate syllabuses prescribe Social History separately. But here, as always, specialism leaves the inevitable gaps; of six examining bodies, only one prescribes a general period covering more than about a century; in this case either medieval or modern social history must be offered. All the rest prescribe the age of the Industrial Revolution, with periods from thirty-five years upwards in length. One of these, as an alternative, allows the fourteenth century to be taken instead.

The reasons for these restrictions are probably, as usual, partly ideal and partly pragmatic. Social History has established its claim, and its claim is therefore granted; but the Higher Certificate demands specialization, and therefore whole periods, as well as whole subjects, are ignored; and in any case, there are plenty of text-books on the age of the Industrial Revolution, and not many on the other periods. Taken together, these reasons are in practice conclusive; but they play havoc with any decent view of a broad education, and they certainly leave our adolescent history specialists with an ignorance of history which invariably persists beyond adolescence, usually beyond the university, and as often as not beyond the tomb. The remedy is presumably some sort of adjustment with an eye on the unity of history—such an adjustment as has manifested itself already, in two different ways, at both ends of the educational scale. British History is one, and therefore British Social History must remain wedded to its political counterpart; and that this is clearly felt, even in the Elementary Schools, can be seen by a glance at the text-books which Elementary teachers demand—the political histories containing at least references to social affairs, and the social histories, references to political affairs. At the other end of the scale, the Universities, while they appear as conservative as ever in segregating social and political history, are busy making up for lost time in their acceptance of the world unity of social history itself; in other words, they are pulling away for the first time from that insularity which marked the treatment of social history from Macaulay and Thorold

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Rogers and Cunningham until after the War, and are beginning at last to study and write about the subject from an international point of view. As yet, there are no text-books of European Social History in English, because there is no demand for them; but as soon as the Universities can find time to impose upon the School Certificate Syllabus a course in Social History as catholic as the social movements which have hitherto been treated on a purely national basis, they will have done a good deal to atone for other things which they have imposed on that syllabus in the past. After that, the necessary text-books will not be long in appearing.

A.—Books suitable for the Outlines Period, 1066–1900

I.—*Text Books*

TOWNSEND-WARNER, *Landmarks of English Industrial History*. New edition revised and brought up to date by T. H. Marshall (Blackie, 7s. 6d.).

E. P. CHEYNEY, *Introduction to the Industrial and Social History of England* (Macmillan, 10s.).

A. D. INNES, *England's Industrial Development* (Rivingtons, 6s.).

G. O. MEREDITH, *Outlines of English Economic History* (Pitman, 10s. 6d.). Much more than a text-book; a thoughtful commentary for thinking students.

F. BRADSHAW, *A Social History of England* (University Tutorial Press, 6s.).

R. L. ASHLEY, *Medieval Civilization* (Macmillan, 9s.).

H. DE B. GIBBINS, *Industrial History of England*. Revised to 1925 by Prof. J. F. Rees (Methuen, 5s.).

H. DE B. GIBBINS, *Industry in England* (Methuen, 12s. 6d.).

J. MACKINNON, *Social and Industrial History of Scotland* (Blackie, 9s.).

II.—*More Advanced Reading*

(Most of these books are also useful for the fourteenth century period prescribed for the University of London Higher Certificate.)

W. ASHLEY, *Economic History* (Longmans, 21s. 6d. In two parts, 7s. 6d. and 14s., divided by topics, not chronologically).

W. ASHLEY, *The Economic Organization of England* (Longmans, 5s.).

W. CUNNINGHAM, *Growth of English History and Commerce* (Cambridge University Press, 3 vols.: (1) The Middle Ages, 25s.; (2) The Mercantile System, 20s.; (3) Laissez Faire, 15s.).

W. CUNNINGHAM, *Western Civilization in its Economic Aspects*. (1) Ancient Times, 6s.; (2) Medieval and Modern Times, 8s. (Cambridge University Press).

M. BATESON, *Medieval England*. Story of the Nations (Fisher Unwin, 7s. 6d.).

THOROLD ROGERS, *Industrial and Commercial History of England* (Fisher Unwin, 2 vols., 7s.).

THOROLD ROGERS, *Six Centuries of Work and Wages* (Fisher Unwin, 8s. 6d.).

THOROLD ROGERS, *The Economic Interpretation of History* (Fisher Unwin, 2 vols., 7s.).

H. T. BUCKLE, *Civilization in England* (Oxford, The World's Classics, 3 vols., 2s. each).

All the above books are more or less pioneer works; they are all still indispensable, but all are to some extent out of date, and need supplementing or correcting by later publications.

E. LIPSON, *Introduction to the Economic History of England*. (1) The Middle Ages (Black, 15s.). A very able and scholarly summary of research to the date of publication, 1915; no further volumes have been issued.

P. BOISSONADE, *Life and Work in Medieval Europe* (Routledge, 16s.).

G. RENARD, *Life and Work in Modern Europe* (Routledge, 16s.); to the eighteenth century only.

A. P. NEWTON, *Travel and Travellers of the Middle Ages* (Routledge, 12s. 6d.).

C. G. COULTON, *Life in the Middle Ages* (to be published in 4 vols. by the Cambridge University Press; Vol. I. only published so far, 7s. 6d.; previously published in one vol. by Constable.)

C. G. COULTON, *The Medieval Village* (Cambridge University Press, 25s.).

C. SEIGNOBOS, *History of Medieval Civilization* (Fisher Unwin, 5s.).

C. SEIGNOBOS, *History of Contemporary Civilization* (Fisher Unwin, 5s.).

F. S. MARVIN, *The Living Past* (Clarendon Press, 5s. 6d.). A rapid survey of the whole of history by one who believes firmly in its "unity."

R. TREVOR DAVIES, *Sketch of the History of Civilization in Medieval England* (Macmillan, 6s.). Written as an introduction to the subject for Training Colleges, it is suitable for younger Higher Certificate pupils.

C. H. B. and M. QUENNELL, *A History of Everyday Things* (Batsford, 16s. 6d.).

A. ABRAM, *English Life and Manners in the Later Middle Ages* (Routledge, 4s. 6d.).

G. UNWIN, *Studies in Economic History* (Macmillan, 15s.). Miscellaneous essays, reviews, etc., by a scholar whose powers of exposition are as able as his scholarship.

H. W. C. DAVIS (ed.), *Medieval England* (Clarendon Press, 21s.). A revised edition of Barnard's "Companion to English History in the Middle Ages"; a series of essays on social topics, each by an authority; admirably illustrated.

C. GROSS, *The Gild Merchant* (Clarendon Press, 2 vols., 42s.). The standard work.

C. GROSS, *British Municipal History* (Harvard University Press, 12s. 6d.).

Mrs. J. R. GREEN, *Town Life in the Fifteenth Century* (Macmillan, O.P.).

L. F. SALZMANN, *English Industries in the Middle Ages* (Clarendon Press, 10s.).

S. KRAMER, *The English Craft Gilds* (Clarendon Press, 23s.).

G. UNWIN, *Industrial Organization in the Sixteenth and Seventeenth Centuries* (Clarendon Press, 8s. 6d.).

CLIVE DAY, *A History of Commerce* (Longmans, 14s.).

W. HASBACH, *History of the English Agricultural Labourer to 1894* (King, 12s. 6d.).

F. E. GREEN, *History of the English Agricultural Labourer since 1870* (King, 7s. 6d.).

E. C. K. GONNER, *Common Land and Enclosure* (Macmillan, 12s.).

W. H. R. CURTLER, *A Short History of English Agriculture* (Clarendon Press, 9s. 6d.).

F. SEEBOHM, *The English Village Community* (Cambridge University Press, 10s. 6d.).

P. VINOGRADOFF, *The Growth of the Manor* (Allen & Unwin, 12s. 6d.).

P. VINOGRADOFF, *Villeinage in England* (Clarendon Press, 18s.).

R. E. PROTHERO (Lord Ernle), *English Farming Past and Present* (Longmans, 12s. 6d.).

F. W. MAITLAND, *Domesday Book and Beyond* (Cambridge University Press, 20s.).

C. G. COULTON, *The Black Death* (Benn's Sixpenny Series).

C. G. COULTON, *Five Centuries of Religion* (Cambridge University Press, 2 vols., 21s. 6d.).

R. H. TAWNEY, *The Agricultural Problem in the Sixteenth Century* (Longmans, 10s. 6d.).

Cambridge Medieval History. Chapters on Economic History and Theory.

Cambridge Modern History. Chapters on Economic History and Theory.

The Antiquary's Books (Methuen)

A. HARVEY, *Castles and Walled Towns of England*, 10s. 6d.

A. BALLARD, *The Domesday Inquest*, 10s. 6d.

G. UNWIN, *Gilds and Companies of London*, 15s.

N. J. HONE, *The Manor and Manorial Records*, 10s. 6d.

CARDINAL GASQUET, *English Monastic Life*, 10s. 6d.

CARDINAL GASQUET, *Parish Life in Medieval England*, 10s. 6d.

A. F. LEACH, *Schools of Medieval England*, 10s. 6d.

B.—Books specially suitable for the Fourteenth-Century Period

C. G. COULTON, *Chaucer and his England* (Cambridge University Press, 25s.).

A. JESSOP, *The Coming of the Friars* (Fisher Unwin, 4s. 6d.). Essays on social life generally in the later middle ages.

J. J. JUSSERAND, *English Wayfaring Life in the Middle Ages* (Fisher Unwin, 12s. 6d.)

G. M. TREVELYAN, *England in the Age of Wycliffe* (Longmans, 10s. 6d.).

A. E. LEVETT, *The Black Death*. In "Oxford Studies in Social and Legal History," Vol. V (Clarendon Press, 12s. 6d.).

G. UNWIN (ed.), *Finance and Trade under Edward III* (Manchester University Press, 17s. 6d.). Studies by Prof. Unwin and his pupils; particularly valuable for correcting the hastier conclusions of Cunningham

E. POWER, *Medieval People* (Methuen, 6s.). Vivid reconstructions of individual medieval lives.

E. LIPSON, *The English Woollen and Worsted Industries* (Black, 10s. 6d.). Expanded from the same author's "Economic History."

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F. M. STENTON, *Types of Manorial Structure* (Clarendon Press, 12s. 6d.).
T. F. TOUT, *The Beginnings of a Modern Capital;* London and Westminster in the fourteenth century (Clarendon Press, 1s. 6d.).
SIR C. OMAN, *The Great Revolt of* 1381 (Clarendon Press, 10s. 6d.).

C.—The Industrial and Agricultural Revolutions—Eighteenth and Nineteenth Centuries

(Books marked * are also suitable for the Outlines Period.)

I.—*Text Books*

*C. R. FAY, *Great Britain from Adam Smith to the Present Day* (Longmans, 12s. 6d.). Probably the best single volume survey for Higher Certificate purposes, though it is more original in outlook than most text-books.
*C. R. FAY, *Life and Labour in the Nineteenth Century* (Cambridge University Press, 10s.). An earlier book than the above.
*G. H. PERRIS, *Industrial History of Modern England* (Routledge, 8s. 6d.). Deals with the period since the beginning of the Industrial Revolution.
*G. SLATER, *The Making of Modern England* (Constable, 7s. 6d.).
*J. F. REES, *A Social and Industrial History of England*, 1815–1918 (Methuen, 5s.).
*F. R. WORTS, *Modern Industrial History* (Hodder & Stoughton, 4s. 6d.).
*TURBERVILLE and HOWE, *Great Britain in the Latest Age* (Murray, 7s. 6d.).
*L. C. A. KNOWLES, *Industrial and Commerical Revolutions in Great Britain during the Nineteenth Century* (Routledge, 7s. 6d.).

II.—*More Advanced General Books on the Period*

F. J. FOAKES-JACKSON, *Social Life in England*, 1750–1850 (Macmillan, 8s. 6d.).
PAUL MANTOUX, *The Industrial Revolution* (English Translation, Jonathan Cape, 18s.). The standard work, only recently translated, revised.
*F. S. MARVIN, *The Century of Hope* (Clarendon Press, 10s.). A broad cultural survey on the lines of the same author's "The Living Past."
A. TOYNBEE, *The Industrial Revolution* (Longmans, 5s.). The pioneer survey which first introduced the name "Industrial Revolution." Still by no means out of date; contains other essays on related subjects.
J. L. and B. HAMMOND, *The Rise of Modern Industry* (Methuen, 10s. 6d.).
*D. H. MACGREGOR, *The Evolution of Industry* (Home University Library, 2s.).
*H. L. BEALES, *The Industrial Revolution* (Longmans, "Workers' Educational Association Outlines." Paper, 1s.; cloth, 2s.). A useful short introduction.

III.—*Biographies*

J. L. and B. HAMMOND, *Lord Shaftesbury* (Constable, 12s.).
†GRAHAM WALLAS, *Life of Francis Place* (Allen & Unwin, 7s. 6d.).
†G. M. TREVELYAN, *Life of John Bright* (Constable, 7s. 6d.).
A. A. W. RAMSAY, *Peel* (Constable, 14s.).
G. D. H. COLE, *Robert Owen* (Benn, 15s.).
G. D. H. COLE, *Life of William Cobbett* (Collins, 5s.).
F. PODMORE, *Robert Owen* (Allen & Unwin, 16s.).
LLOYD JONES, *Life of Robert Owen* (Allen & Unwin, 5s.).
J. W. BREADY, *Lord Shaftesbury and Social and Industrial Progress* (Allen & Unwin, 6s.).
LORD MORLEY, *Life of Cobden* (Macmillan, 2 vols., 7s.).
A. BRADY, *William Huskisson and Liberal Reform*—an Essay (Clarendon Press, 12s. 6d.).
R. COUPLAND, *Life of Wilberforce* (Clarendon Press, 16s.).
S. SMILES, *Lives of the Engineers* (Murray, 5 vols., 30s.).

IV.—*Special Subjects and Periods*

T. S. ASHTON, *Iron and Steel in the Industrial Revolution* (Manchester University Press, 15s.). A very interesting survey, well-written and scholarly.
T. S. ASHTON and J. SYKES, *The Coal Industry of the Eighteenth Century* (Manchester University Press, 14s.).
A. S. TURBERVILLE, *English Men and Manners in the Eighteenth Century* (Clarendon Press, 10s.).
J. LORD, *Capital and Steam Power*, 1750–1800 (King, 7s. 6d.).
J. L. and B. HAMMOND, *The Village Labourer*, 1760–1832 (Longmans, 6s.).
J. L. and B. HAMMOND, *The Town Labourer*, 1760–1832 (Longmans, 6s. 6d.).
J. L. and B. HAMMOND, *The Skilled Labourer*, 1760–1832 (Longmans, 12s. 6d.).
WITT BOWDEN, *Industrial Society in England towards the End of the Eighteenth Century* (Macmillan, 15s.).
*W. CUNNINGHAM, *Rise and Decline of the Free Trade Movement* (Cambridge University Press, O.P.). A partisan survey by one of the leaders of the Protectionist reaction.
B. and S. WEBB, *English Local Government*, 1688–1835 (Longmans). *Parish and County*, 16s. *Manor and Borough*, 2 vols., 25s. *The Story of the King's Highway*, 12s. 6d. *English Prisons under Local Government*, 15s. *English Poor Law History:* (1) *The Old Poor Law*, 21s. (2) *The Last Hundred Years*, 36s.
R. W. COOKE-TAYLOR, *The Factory System and the Factory Acts* (Methuen, 3s. 6d.).
HUTCHINS and HARRISON, *History of Factory Legislation* (King, 9s.).
H. A. MESS, *Factory Legislation and Administration*, 1891–1924 (King, 12s. 6d.).
Mrs. S. WEBB, *The Co-operative Movement in Great Britain* (Allen & Unwin, 3s. 6d.).
G. J. HOLYOAKE, *The Rochdale Pioneers* (Allen & Unwin, 3s. 6d.).
Sir S. J. CHAPMAN, *The Lancashire Cotton Industry* (Manchester University Press, 9s.).
G. W. DANIELS, *The Early English Cotton Industry* (Manchester University Press, 8s. 6d.).
†M. HOVELL, *The Chartist Movement* (Manchester University Press, 7s. 6d.).
F. F. ROSENBLATT, *Social and Economic Aspects of the Chartist Movement* (Columbia University, $3).
A. REDFORD, *Labour Migration in England*, 1800–1850 (Manchester University Press, 15s.).
G. UNWIN, *Samuel Oldknow and the Arkwrights* (Manchester University Press, 12s. 6d.).
J. F. REES, *A Fiscal and Financial History of England*, 1816–1918 (Methuen, 6s.).
F. ENGELS, *Condition of the Working Class in England in* 1844 (Allen & Unwin, 5s.).
A. L. BOWLEY, *England's Foreign Trade in the Nineteenth Century* (Allen & Unwin, 3s. 6d.). Full of Statistics.
B. and S. WEBB, *History of Trade Unionism* (Longmans, 21s.).
R. M. RAYNER, *The Story of Trade Unionism* (Longmans, 6s.). A fairly short survey, more than half on the twentieth century.
M. BEER, *History of British Socialism* (Bell, 2 vols., 15s.).
Report of the Royal Commission on the Poor Laws, 1909 (H. M. Stationery Office, 4s. 6d.). Contains a very valuable résumé of the history.

D.—Sources

I.—*General*

BLAND, BROWN and TAWNEY, *English Economic History, Select Documents*, 1000 to 1846 (Bell, 7s. 6d. Also in three parts: (1) 1000—1485; (2) 1485–1660; (3) 1660–1846; 2s. 6d. each).

II.—*Medieval, including the Fourteenth Century*

G. G. COULTON, *Social Life in Britain from Conquest to Reformation* (Cambridge University Press, 24s.).
R. TREVOR DAVIES, *Documents Illustrating the History of Civilization in Medieval England*, 1066–1500 (Methuen, 10s. 6d.).
F. J. C. HEARNSHAW (ed.), *Select Extracts from Chronicles and Records relating to English Towns in the Middle Ages* (S.P.C.K. Texts for Students, No. 8, 9d.).
H. T. RILEY (ed.), *Memorials of London and London Life*, 1276–1419 (Longmans, O.P.).
Sir A. T. QUILLER-COUCH (ed.), "The Englishman Series" (Dent, 2s. each). *The Age of Chaucer; The Fifteenth Century; In the Days of Elizabeth; The Coming of the Stuarts.* Chiefly extracts from contemporary literature.

III.—*The Last Two Centuries*

†W. COBBETT, *Rural Rides* (Dent, Everyman Library, 2 vols., 4s.).
W. MILNE-BAILEY, *Trade Union Documents* (Bell, 8s. 6d.).
Mrs. GASKELL, *Mary Barton.*
Mrs. GASKELL, *North and South.*
†B. DISRAELI, *Sybil.*
A. TROLLOPE, the six "Barsetshire" novels.
Novels by Dickens, Reade, Kingsley, &c.

† Specially recommended by the Syndicate for the Cambridge Higher Certificate.

(*Continued on page* 631)

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E.—Works of Reference

TRAILL and MANN, *Social England* (Cassell, 6 vols., O.P.). Articles by experts, on each period in various aspects; rather out of date.

The Victoria History of the Counties of England (St. Catherine's Press).

THOROLD ROGERS, *A History of Agriculture and Prices to* 1793 (Clarendon Press, 7 vols., £9).

Story of the English Towns (S.P.C.K.): *London*, P. H. DITCHFIELD, 4s. *Bath*, SPENDER and THOMPSON, 2s. 6d. *Birmingham*, J. H. G. MASTERMAN, 2s. 6d. *Canterbury*, D. GARDINER, 4s. and 2s. 6d. *Hastings*, L. F. SALZMANN, 2s. 6d. *Leicester*, S. H. SKILLINGTON, 5s. *Newcastle-on-Tyne*, F. J. C. HEARNSHAW, 2s. 6d. *Nottingham*, E. L. GUILDFORD, 2s. 6d. *Peterborough*, K. and R. E. ROBERTS, 2s. 6d. *Plymouth*, A. L. SALMON, 2s. 6d. *St. Albans*, W. PAGE, 2s. 6d. *Westminster*, H. F. WESTLAKE, 4s. *Halifax, Leeds, Sheffield, Pontefract, Harrogate, Knaresborough*, J. S. FLETCHER, 2s. 6d. each.

E. K. CHAMBERS, *The Medieval Stage* (Clarendon Press, 2 vols., 36s.).

J. A. GOTCH, *Growth of the English House* (Batsford, 12s. 6d.).

D. C. CALTHROP, *English Costume* (Black, 12s. 6d.).

C. KOHLER, *History of Costume* (Harrap, 18s.). Has many useful dressmaking diagrams.

SPAULDING, NICKERSON and WRIGHT, *Warfare* (Harrap, 18s.).

J. STRUTT, *Sports and Pastimes* (Chatto & Windus, O.P.). A most useful work first published a hundred years ago.

E. POWER, *Medieval English Nunneries* (Cambridge University Press, 35s.).

E. BERESFORD CHANCELLOR, *The Eighteenth Century in London* (Batsford, 25s.).

E. BERESFORD CHANCELLOR, *Life in Regency and Early Victorian Times* (Batsford, 25s.).

M. D. GEORGE, *London Life in the Eighteenth Century* (Routledge, 21s.).

J. H. CLAPHAM, *Economic History of Modern Britain* (Cambridge University Press, 1 vol. only published so far—1820–1850, 25s.). A large-scale work by the recognized authority.

†E. HALÉVY, *History of the English People in* 1815 (English translation, Fisher Unwin, 25s.).

E. HALÉVY, *History of the English People*, 1815–1830 (Fisher Unwin, 21s.).

W. SMART, *Economic Annals of the Nineteenth Century* (Macmillan, 2 vols. to 1830, 42s.). Statistical.

G. R. PORTER, *Progress of the Nation* (Methuen, 21s.). A revised edition (by F. W. Hirst) of an invaluable work of reference, brought well up-to-date.

F.—Economic Works

W. BAGEHOT, *Lombard Street*. Many reprints; edited by Hartley Withers. (Murray, 6s.). An account by a Victorian banker of the Victorian financial system.

ADAM SMITH, *The Wealth of Nations*. Many reprints.

L. L. PRICE, *Political Economy in England* (Methuen, 5s.). Short critical biographies of ten leading economists from Adam Smith to the end of the nineteenth century.

GIDE and RIST, *A History of Economic Doctrines* (English translation. Harrap, 15s.). A much broader, more detailed, and more original work than the above.

W. T. LAYTON, *An Introduction to the Study of Prices* (Macmillan, 7s. 6d.). A study of the fluctuation of prices, and its causes, in the nineteenth century.

† Specially recommended by the Syndicate for the Cambridge Higher Certificate.

The Teaching of Modern Languages, and the School Certificate Examination *

By SIDNEY W. WELLS, B.A., Senior Modern Language Master, County School, Bexhill-on-Sea

III.—METHOD IN INITIAL STAGES

It might be noticed here that the master entrusted with the beginners' class is often a man who knows some French and does it to fill up a gap. The senior French master who allows this does not know his job; far better to give middle school work to such a man, where concentration on accidence is essential, and where the least damage can be done. Habits once learnt, especially by the young, are hard to eradicate, as any experienced teacher will have discovered from those boys who come in from preparatory schools. I might also go so far as to say that the most difficult task, one which calls for the greatest measure of skill and experience and highest standard of oral perfection, is the work of teaching in the initial stage; and a chief who entrusts this work to a "junior" should assure himself of the latter's ability. My personal view is that the distinction between senior and junior is invidious and undemocratic; it implies an inferiority on one side where none should exist. All should be masters of their art and should change their work about periodically. May I also be permitted to appeal here for more generous treatment for the modern language master? His work, if done as it should be, requires, before he begins teaching, at least a year's residence abroad; that should be reckoned as a year's training or experience for salary purposes; even then he has to lose a year's salary and find the expenses of his stay abroad. Further, his work involves a great strain on his voice and general nervous energy, and an enlightened headmaster should make up for this by a little generosity in the matter of "free" periods.

The consensus of opinion is now in favour of unilingual training, at any rate in the first stages. Gourio declared that he found the constant change from the mother tongue to the foreign, which both require different positions of the vocal organs, was very damaging to the pronunciation of master and boys, and that he was brought to the direct method by this fact alone. The best reason, however, is that summed up by Laudenbach: "Les sons compris avec le concours des circonstances constituent le fond de la langue; ils forment avec idées les associations les plus cohéerentes; c'est de toute la langue, ce qu'on sait le mieux") *De la méthode directe dans l'enseignement de langues vivantes*. p. 4). And that is why, after much careful and tentative experiment, I came to found my method in the first stages on conversation. Two experiences stick out in my mind. On my first visit to Paris I drove to an hotel, deposited my luggage, and later went out for a look round. Towards dusk I thought of returning when the horrible thought struck me that I did not know the whereabouts of my hotel. But I knew the name all right: Hôtel Nouveau. "Now for the directory," said I to myself. I realized I did not know the French for 'directory,' but that did not matter either, for, a diligent linguist, I always carried a pocket dictionary in different pockets for the different languages I was learning. "Ah! here it is: *directoire* or *dictionnaire d'adresses*. I went to a post office and asked for a directoire. They failed to grasp my meaning. I explained that I wanted a *directoire, c'est-à-dire, un dictionnaire d'adresses*." And still they failed to understand. Then I explained that not knowing the address of my hotel I wanted to look it up. They then informed me that what I wanted was *un bottin*. When I looked inside I saw that Paris contained at least twenty Hôtels Nouveaux! On the other occasion I arrived in Le Havre without enough money for my fare to London. I hit on the idea of pawning my watch and this time I had no dictionary. I was not well up enough in slang then as to be able to say: "Je veux mettre ma montre au clou.

* *Continued from the July issue.*

(*Continued on page* 632)

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Où faut-il aller ? " So I explained what I wanted as well as I could. I was told to go to the *mont-de-piété*. I thought this was the name of a hill in Le Havre, so on that sultry summer's afternoon I sweated up all the inclines in the neighbourhood, only to find that I had made a bad blunder. We learn best by direct association with the things we know, the experiences we have lived. So in the classroom we must endeavour to reproduce as much of everyday life as we can, and live these experiences by all the arts we can summon to our aid.

Before I go on to enlarge upon the conversation as centre let me say a few words about the reader as centre and the play as centre. Let Prof. Findlay speak first: " Thirty years ago Mr. MacGowan, secretary of the Modern Language Association of that day, adopted a motto for the reformer: *the reader as centre*. Now a further advance is possible; we replace the text by the movement and activity of players and our motto becomes *the play as centre*. We pass from the *static* reproduction of a book to the *dynamic* reproduction of a lively scene " (*Modern Language Learning*, Gregg Publishing Co.). Now, in spite of the fact that Prof. Findlay thinks he has marked a new era in language teaching, neither the reader nor the play idea can be called the direct method. How does Prof. Findlay propose to start ? He takes the song " Sur le pont d'Avignon," and says the teacher is to say to the pupil, *sur* is on, *le* is the, *pont* is bridge and so, until he has got the hang of the whole thing. Then the play begins, the real work of assimilation. With all due respect to Prof. Findlay, I maintain that that is nothing but quackery. Where is that direct association between word and idea ? And how can one possibly get direct association between idea or thing and word by means of the second-hand experiences in the reader until the pupil already knows some French ? In my " Premier Cours de Français " I wait until the eighth lesson before I introduce " Sur le pont d'Avignon," and by then the beginners have been led up to it, so that when they see the song they can read it with understanding. How much more delightful, how much more natural and direct ! It appeals to their vanity and they can enter into the spirit of the playlet much more heartily. The song and the ditty should be made full use of, as experiences which can be lived in the classroom, but let there be understanding first. In themselves the reader and the play are not sufficient from the lexicographical point of view. I will expatiate on this point in my next article. For the present suffice it to say that our present purpose is to acquire a fairly extensive everyday vocabulary, a good ear, and good facility of expression in a simple sort of way; spontaneity being our chiefest aim, and a minimum of grammar as an important secondary aim.

Schweitzer and Simonnot, led away by their enthusiasm for Gouin's " series," plunge right away into the verb, both regular and irregular. But I contend that the beginner's difficulty is so great in getting accustomed to hearing and pronouncing new sounds that it is unwise to expect too much of his reasoning powers and his memory at the outset. We do not want to bowl him over with an avalanche that is going to discourage him and give him a distaste for the subject. In my " Einführung ins Deutsche " (Harrap), for example, I show how to teach the genders one after the other, giving careful practice in one before the next is attempted. I deal with the nominative case first, proceed then to the accusative, and finally to the genitive and dative. Let our motto be at this stage *festina lente*. Give the beginners a chance thoroughly to assimilate what they are taught and above all to use that matter with perfect confidence. As the first primitive gropings in language must have been the formation of nouns, so let us begin with the objects at hand. The first lesson or two should deal with masculine nouns like *le livre, le crayon, le plancher, le plafond, le mur, le tableau*, &c. I do not wish to be a fanatic or pharisaical about the use of English when this is imperative. Explaining that *Qu'est-ce que c'est que cela ?* means " What is that ? " I ask the question pointing, say, to a pencil. I answer the question myself: *C'est un crayon*. Insisting on a full sentence every time I drill them thoroughly in these words. We then tackle the feminines, and I tell now, *à la* Mark Twain, that everything in French is either feminine or masculine, that is, ladies or gentlemen; that although a boy may be masculine, his head, chest, legs, shoulders, ears, mouth and cheeks are feminine, and so on. I then bring in the present tense of *être* and the colours. Then the commoner prepositions and the plurals. Having given the children French names, I now introduce the verb *avoir*, following it up with other verbs, for instance:

Jean, touchez la porte ! (with gesture). *Tiens, il ne comprend pas !*

Marie, touchez la porte ! C'est cela !

Que fait-elle ? (what is she doing ?).

Achille: *Elle touchez la porte.*

Non, elle TOUCHE la porte.

To rub this in it is repeated several times, and we go on to verbs like *marcher, dessiner, ramasser, frapper, attraper*, &c. Then I ask: *Que faites-vous ?* instead of *Que fait-il ?* and thus get the various persons. If a thing is not at hand I draw it on the blackboard. Experience has taught me how to do this quickly and humorously. I always use *vous* to a boy, firstly, because as English master in a French public secondary school I was not allowed to use *tu* to a boy; and secondly, because a boy is not expected to make so much use of *tu* when he goes abroad. Most of the direct method first year courses err in this respect. However, from the outset I encourage cross-talk amongst the boys. I allow them to ask each other questions, and they delight in showing off their prowess. And here is their opportunity to use *tu*. For instance we may get:

Marie: *Jules, es-tu vert ?*
Jules: *Non, je ne suis pas vert, mais tu es verte !*
Or:
André: *Henri, dessine un bonhomme !*
And Henri draws an " old man " on the board.
André: *Quel drôle de bonhomme ! Que fais-tu ?*
Henri: *Je dessine un gros bonhomme sur le tableau.*
André: *Où est le gros bonhomme, Ernestine ?*

Ernestine: *Voilà le gros bonhomme !* (and points to Charlot, who happens to be the " Fatty " of the class). Whereat the class bursts into a hearty laugh. I enjoy this work. It has a rejuvenating effect. In what other lesson can a boy draw a pig on the board with his eyes shut ? My cats sitting on the wall, fish and birds are well known, and when a boy calls out in childish admiration: " Sir, you ought to be an actor ! " I feel this to be the highest praise. Later on, talking about a ploughman ploughing the fields in autumn, I explain this partly with gestures, guiding an imaginary plough, bawling out " *Hue !* " and cracking an imaginary whip, I ask: " *Qu'est-ce qui traîne la charrue ?* " And seeing that some have their hands down I go on, " *Un chat ?* *Un tigre ?* " until we come to " *Un boeuf traîne la charrue* " or " *Deux boeufs traînent la charrue.*" Then I go to the blackboard and draw a few lines: " *Voici le champ. Ici, c'est le sol. En automne le laboureur laboure le champ. Au printemps il sème le blé* (I write the word on the board). *Voici la graine* (and I punch a big dot just under the line representing the soil). *Il commence à pleuvoir* (a few oblique strokes), *puis le soleil commence à briller* (up goes the sun with a broad grin and rays all round). *La graine commence à pousser. Voici la racine* (a few roots), *voici la tige. La plante devient plus grande. Voici l'épi* (the ear of corn), *et voilà une feuille.*"

Immediately a voice bursts out: " *Mais, monsieur, le blé n'a pas de feuilles !* " The distinction between *le grain* and *la graine* may be pointed out here. Similarly in German to explain *Sonnenuntergang*, I draw a horizontal line to represent the horizon. On the left, just appearing above the line, I draw the sun: " *Die Sonne geht auf* " (gesture), " *Das heiszt der Sonnenaufgang.*" I write the words

(Continued on page 636)

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Circular stroke upwards towards the right, the full sun. *" Die Sonne ist hoch im Himmel, es ist zwölf Uhr, das heisst Mittag."* Circular stroke downwards towards the horizon, the half-sun again. *" Die Sonne geht unter, das heisst der Sonnenuntergang."* Then come the words *früh, spät, hell, dunkel, Tagesanbruch, heller Tag, Zwielicht*, naturally, logically, without effort.

The proper atmosphere of the free and easy conversation should reign. I assume, of course, that the teacher has the class under perfect control. Once you get a class enthusiastic and interested, you may let them be as amused as they like. It encourages spontaneity, and that is what we want. The boy must talk naturally, almost in spite of himself. I remember, when I was still inexperienced, and had to use a stodgy reader, the boys stared in gloomy silence and sat about like a lot of codfish. " The source of speech is not gloomy seriousness, but merry play and youthful hilarity," says Jespersen (*Language*, p. 433). A reader should be used from the second or third term, but it should be a collection of simple short stories. It serves to break the monotony and gives added interest to the study. Preferably easy and amusing fables like Harrap's " Märchen und Erzählungen " in German, " Contes et Légendes," in French, and " Cuentos y Leyendas," in Spanish. The course should be simple and straightforward, with a clearly tabulated summary of grammar at the back. It should aim at covering everyday words, such as those in connection with days, time, years, seasons, the house, common flowers, fruit and animals, things in the classroom and in the street, means of locomotion, geographical terms like town, village, country, river, &c., parts of the body and clothes, and so on. The words (the Germans often make the mistake of being too laborious and make the lists far too heavy) should be taught in natural contexts so as to be used on demand without hesitation. It means that the grammar must be cut down to a bare minimum, but this will receive due attention in the middle school, when the pupils have some knowledge of the language to work on. I should confine the verb (regular and irregular) to the present, imperfect, perfect, and future; I should introduce pronoun objects fairly early, and practise them well orally; the relative and interrogative pronouns, possessive and demonstrative adjectives and pronouns, should also be mastered in oral practice. I am in complete agreement with Storm when he attacks the system of giving the learner piles of exercises to write: " The worst and most unfruitful torment in the school instruction of the present time is the excessive use of written exercises in foreign languages " (*Franske taleövelser*, Preface). I find that when nothing but written exercises on, say, pronoun objects in French, or word order in German are given, the pupils go through them conscientiously until it becomes a sort of mechanical exercise done with the mind in a semisomnolent state. Pupils thus taught say unhesitatingly, when they have to talk: *" Ich kann nicht ausgehen, weil es ist zu nasz,"* whereas they invariably do these exercises, when written, almost perfectly. These exercises without oral practice do not make for sureness or spontaneity. In the first two years they should be used sparingly, and should include simple efforts at free composition, that is to say, let the pupil make up sentences with given words at first, then later, short descriptions or definitions, say, of a dog or a plant. The written exercises can be increased in the middle school, with which period I shall deal in my next article.

BIBLIOGRAPHY

III.—*Class books for Use in the Initial Stages.*

French

*F. B. KIRKMAN, *La Première Année de français* (Black, 12th edition, 2s. 9d.).
*E. J. A. GROVES, *A First Year French Course* (Blackie, 3s.).
CHAPUZET and DANIELS, *Mes Premiers Pas en français* (Harrap, 1s. 9d.).
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Dr. HEDGCOCK, *The Active French Course*, First Year (University of London Press, 2s. 6d.; Teacher's Book, 1s. 6d.).
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MARION and DES GARENNES, *Introduccion a la Lengua Castellana* (Harrap, 3s. 6d.).
WOOLF and BARROSO, *Modern Spanish Grammar* (Bell, 3s. 6d.).

* Phonetic Transcripts for use in the early stages of these works are published separately.

We have received the interesting magazine, *Nugae*, which consists of a selection in print of the best work done in prose and poetry by the sixth form of King William's College, Isle of Man. The *Nugae* are free compositions on subjects of the author's choice, in place of the set essay; the experiment deserves to be copied elsewhere.

* * *

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A Lesson in Geometry

(AN OPEN LETTER TO UNSUCCESSFUL ELEMENTARY CANDIDATES)

By J. M. CHILD

FOR many years I and other examiners have been irritated beyond measure at the nonsense presented to us as geometry. It makes us feel brutes to have to plough you; but while we regret your fate, our chief concern is for those excellent teachers of yours whom you so badly represent. At last the opportunity has been afforded me of saying what I think of you in an open letter which the Editors of this *Journal* have consented to publish. They tell me that your own masters, after they hear what you do, can talk to you much better than I can, and in more restrained language; and they have crossed out a lot of straight speaking. When you read what follows, don't say: "I wasn't taught it that way," for we have all been teachers as well as examiners, and it's no use telling tarradiddles, to give it a mild name. Surely, you have some common sense, and all that I ask is that you should use it; for geometry is nothing but common sense, at any rate, so far as you are concerned. It is the easiest subject under the sun, so far as you have to study it; and, as you are taught nowadays, it is the most interesting subject, and one you should pick up as you go along without really studying in the serious sense of the term.

Take the matter of the definitions, which sometimes come in a paper. In your preliminary work you made out for yourselves (with a bit of a jog from the teacher perhaps) a lot of properties of, say, a parallelogram; you know all there is to be known about a parallelogram, and it comes to the preparation for examination. You were taught to divide these properties into (*a*) *defining* properties, (*b*) properties *readily deducible* from the first, (*c*) properties *not so readily* deducible from the two mentioned; and some of you at least were taught that certain properties or their converses were (*d*) *distinguishing* properties. You were told that you could select (*a*) how you pleased, so long as they were sufficient to distinguish the figure from any other, that they were no more than sufficient (Euclid may, for his own quite justifiable reasons, occasionally use redundant definitions, but you are not Euclids), that the figure should suggest the definition, and the definition should suggest the figure and the name it went by; but that it was just as well to have the same definition as everybody else. A child calls a certain animal a gee-gee, but when one grown-up talks to other grown-ups, he calls it a horse. You agree? Well then, why on earth do you say: "A parallelogram is a four-sided figure with its opposite sides equal and parallel," even if you do not tack on to the end of it, "and its opposite angles equal, and the diagonals bisect one another and the parallelogram?" (By-the-way, you might spell the word as dià-gonal, even if your inattention is such that you think your teacher said diagnol).

Nobody will grumble if you leave out the word "plane," because of course it must be a plane figure since the sides are parallel: but you never heard any one say that "all its sides are parallel." Now, you might have defined the parallelogram as a "four-sided figure with one pair of opposite sides equal and parallel"; that is not a bad definition at all, but there is nothing in the word parallelogram to suggest equality, and the thing you most easily recognize by sight from the figure is that there are two pairs of parallels. Therefore, it is only stubbornness on your part to use anything but the generally accepted definition—a (plane) four-sided figure with its opposite sides parallel. This is the defining property, and from it we have readily (*b*) the opposite angles are equal and adjacent angles are supplementary; not so readily, because we have to use congruence of triangles, with a preliminary construction and use of the properties of parallels (*c*) the properties enumerated above. Under (*d*) come the converse properties which *distinguish* the parallelograms from an ordinary quadrilateral and from one another, viz:

(i) Diagonals bisect one another—a parallelogram; (ii) diagonals, *besides* (i), are equal—a rectangle, where the word rectangle includes the square as special case; (iii) diagonals, *besides* (i), perpendicular—a rhombus, where the word rhombus includes the square as a special case; (iv) all three properties mentioned above—a square. Surely you want no more than to be told this once: the rest is the use of a little bit of common sense: similarly with all the other definitions, and yet some of you finish up a bit of work, otherwise fairly decent, with such balderdash as: "$\therefore$ AB=AC, $\therefore$ $\angle$ ACB = $\angle$ ABC, hence ABC is isosceles," as if you defined an isosceles (mind the spelling) as a triangle having the base-angles equal, and had not had it drilled into you (in at one ear and out at the other apparently) that the name meant "equal-legged."

Similarly with parallels, meaning nothing else but lines lying "alongside one another" you have no doubt used in your preliminary work, *as a working-rule*, the fact that "corresponding angles" (a better name than "exterior and interior opposite angles," shorter and more easily understood) are equal. But you cannot use this as a definition; for, from this as a definition, you would have almost insurmountable difficulty in getting any of the other properties of parallels, since you can only say that this is true for one transversal, and not for all transversals without assuming properties that you cannot prove without a lot of other propositions which need the properties of parallels for their proof. But by defining them as lines which do not meet, since they always lie "alongside of one another," you can get on. The definition that they are always the same distance apart is unsatisfactory; how do you measure distance apart? It is just as silly to say that parallel lines have the same direction; for you have no sense of general direction, that is, direction from more than one point, until you have the idea of parallels and their simpler properties. For example, if you set out due north (surely in the "same direction") from two places like London and New York, and continue going due north, say by aeroplane or something that would enable you to get over the difficulties of continuing due north, the two paths would meet, at the North Pole, magnetic or otherwise, according to how you steered. If you argue that, if you went due east or west, the paths will not meet, then there must be something wrong with your conception of direction as a general idea.

Now take "congruent triangles," you are told "three parts," and probably made to draw up a table of the four cases in which you can say at once that the triangles are congruent. Yet, although it is drilled into you that one of the parts must be a side, you give three angles, or one angle and one side, or two sides only, or occasionally, just to show your liberality, four parts. You are warned repeatedly about the so-called "ambiguous case," of two sides and the non-included angle; you are warned that, in quoting it for the case when the angle is a right-angle, you must make it clear that you are using the special case; and yet you say, instead of "and the two angles . . . are right angles," some such thing as "and $\angle$ ABC= $\angle$ DEF (right angles)" in which it is not clear whether you conclude the triangles are congruent because of the equality of the angles (since they are right angles), or because the angles are right angles. Some of you, in the South of England and in Wales, I know are taught to give references for congruent triangles by means of Capitals: SAS, SSS,

(Continued on page 640)

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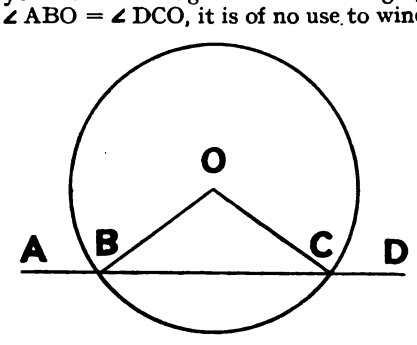
AAS, RSS, for the four accepted cases of congruence; and you must be an ASS if you use the ambiguous case! Others are taught to run a pencil line through the common letter of the side and the *middle* letter of the angle: if these three are not the same, then you are using the ambiguous case. This is the method by which the examiner, who has no time to waste, spots your errors; why cannot you spot your own mistakes in the same way, and then have another shot at it—laziness? Well, you deserve to lose marks!

Nowadays, of course, there is freedom in everything, not the least in geometry; this freedom was brought about to help you, but what a mess you have made of it. Freedom does not mean licence; you have got no fixed sequence, but you have to be all the more careful. Take, for example, the group of propositions on areas of parallelograms and triangles. You can have either one or other of two propositions as the fundamental proposition of the set. Parallelograms on the same base and between the same parallels are equal in area: or the area of a parallelogram is that of a rectangle on the same base and between the same parallels. These are practically the same in proof, and the proof of one leads immediately to the proof of the other. Either can be used to prove, with the help of the bisection of any parallelogram by its diagonals, the proposition that the area of a triangle is half that of a rectangle on the same base and of the same altitude; but you must not use the fact that triangles on the same base and of the same altitude are equal, or the mensurational formula, $A = \frac{1}{2}bh$, both of which depend on the proposition you are asked to prove.

It is very ingenious trying to show that the three angles of a triangle together make two right angles, by drawing the circumscribing circle and quoting the fact that the angle at the centre is twice the angle at the circumference. But you do not get marks for ingenuity in such a case; that is, where you use a fact that cannot be proved without assuming the proposition in question, or its equivalent that the exterior angle of a triangle is equal to the sum of the interior non-adjacent angles. A proof that might obtain marks is worked out from the fact that a parallelogram or a rectangle has its angles together equal to four right angles, for it has two pairs of supplementary angles by parallels alone. But this is not a generally accepted proposition, and must be demonstrated as part of the proof. For what reason do you imagine your homework is given back to you, after careful revision, with that blue-pencilled WHY opposite a certain line? I suppose: "Old Tomkins has only given me 2 out of 10 for this; can't the old josher see it's right?" Would it not be wiser to ask yourself the reason of Old Tomkins's WHY? If you don't like the ordinary proofs and want to show off your cleverness, why don't you draw a parallel to the base through the vertex? Then both pairs of equal angles are alternate angles staring you straight in the face; you only have to mention the transversal, although it is safer to state that they are alternate angles.

Lastly, why will you try to give stupid "limit" proofs for tangency propositions? they are very difficult to write out properly. You have been told, for example, that, if you use the diagram in the margin, after proving that $\angle ABO = \angle DCO$, it is of no use to wind up with the words: "Hence, in the limit, when B and C coincide, these angles are right angles." For when B and C coincide, you have not got a triangle OBC to argue about(!); if you had, you could have started with it in its limiting position. You have been warned, in this and other proofs of like nature, that you must use some such phrasing as this: "Hence the difference between ABO (or OBC) and a right angle is $\frac{1}{2}$ BOC, which can be made less than any *previously assigned* (not assignable) angle, no matter how small, by taking B and C close enough together." No wonder you do not write it out properly, for it is certain you do not understand what it means. Even then the proof is of dubious rigour. Why then not use one of the variations of Euclid's old proof, which no doubt you have been shown, that a line at right angles to a radius at its extremity cannot cut the circle again, and that there is no other line through the extremity of the radius that does not cut the circle again?



There are many other ways of wasting time in an examination, such as careless working involving the rewriting of a proof, and so on; but one case of waste of time always pays in the long run. It is the time taken to read a question carefully three or four times until you are sure that you understand exactly what the examiner wants, and what he does not want. A candidate once just failed by one place to get into the list of selected candidates by not realizing that a "cubical cistern" denoted one in which the length, breadth and depth were all equal. When, in a paper a proposition is set to be proved "without assuming" some other proposition, it only requires the slightest atom of common sense to see that what is meant is that this latter proposition, if used, must be proved in the course of the answer, or the proof given in some other way; it is really a tip to the candidate—hence or otherwise, but it is easier hence. Again, if you are asked to prove that lines touch a circle, as in the inscribed and escribed circles, you must distinguish between "touch," "meet," "intersect," "pass through," and other words. You cannot have a line touching a point; and to touch a circle, your line must be proved, or stated if obvious, to be perpendicular to a radius at its extremity. How often have you been told that?

With such teaching as you get nowadays, it is your own fault if you fail, and I have no pity for you.

CENTRAL COUNCIL FOR BROADCAST ADULT EDUCATION.—At the fourth meeting of the Council held on July 17, detailed consideration was given to a memorandum on co-operation with adult educational organizations for the furtherance of the work through broadcasting. The outlined programme of the talks for the autumn session was reviewed; it includes a series of six talks on "Past and Present in the Coalmines," by Sir Richard Redmayne, and two series of talks on "How the World Began" and "The Origin of Life." The contributors to these series include Sir Arthur Smith Woodward, Prof. J. W. Gregory, Prof. A. C. Seward, and Prof. W. W. Watts. Provision is also made for a new series of talks on the Spanish language, and a series on "The Meaning of Pictures" is to be given by Mr. Roger Fry. Sir Walford Davies testified to the benefit conferred in distressed areas by the installation of wireless sets for group discussion, and pleaded for an extension. The Council heard with pleasure of the decision of the Carnegie United Kingdom Trustees to make grants of £400 and £500 for experiments in broadcast adult education in Kent and in the West Midlands.

* * *

LONDON AND TECHNICAL EDUCATION.—Striking proof of the high percentage of London students taking some form of technical education as compared with the rest of the country, is seen in the Board's report for 1927–8, and to which attention was directed at the last meeting of the L.C.C. Education Committee in July. London has 11·6 per cent of the population of England and Wales, and 11·3 per cent of the total number of children in the elementary schools. Yet the figures of those attending junior and senior technical courses show that London students make up 22 per cent and 25 per cent respectively, or twice the percentage ratio of its population to that of England and Wales. No less than 25 per cent of the evening institute students of the country (194,975 out of 771,291) are from London, while of the 22,483 day continuation school students, no less than 10,520, or 45 per cent, are Londoners. It is curious to note, however, that only 13 per cent (6,881 in a total of 53,117) of the senior art students of the country are in London art schools. This seems to show that the provinces are more nearly on an equality with London in art schools for senior students than in any other branch of technical education.

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Personal Paragraphs

THREE new district inspectors have been appointed by the London County Council to commence service as from September 1, 1929, viz. Messrs. A. G. Hughes, B.Sc., M.Ed., Ph.D., A. W. Pegrum, B.A., and J. H. Currie, B.Sc., M.A. Dr. Hughes is the secretary of the Training Colleges Delegacy, University of London, and had his first professional training at the Borough Road College. Mr. Pegrum is an assistant master at Holloway School, Islington. He has had previous teaching experience at Greenwich Central and Gravesend County Schools, and is a graduate, with honours in modern languages, of London University. Mr. Currie, who will serve in the technical department, is at present the organizer and inspector of technical education under the Surrey County Education Committee.

* * *

THE L.C.C. has also appointed Mr. H. Bayliss, assistant inspector under the Board of Education, to be an inspector of handicraft. Miss E. Stevenson, district inspector, is promoted to the post of senior woman inspector. It is nine years since Miss Stevenson was appointed as the first woman inspector with district rank, thus having supervision of all school departments and teachers of both sexes in a specified district.

* * *

THE University of Cape Town signalized the visit of the British Association to South Africa by conferring the honorary degree of D.Sc. on three of the most eminent of the British scientists who took part in the proceedings. These were Prof. Henry Clay, President of the Economics Section, Prof. D. M. S. Watson, F.R.S., of University College, London, President of the Zoology Section, and Sir Ernest Rutherford, O.M., Director of the Cavendish Laboratory at Cambridge.

* * *

THE resignation is announced of the Provost of Oriel College, Oxford, the Rev. Dr. Lancelot Ridley Phelps. Dr. Phelps was educated at Charterhouse and Oriel, and was elected a Fellow of Oriel fifty years ago, becoming Provost in 1914. His public and educational services have been of the most varied and valuable kind, ranging from membership of the governing body of his old school, to the chairmanship of the Oxford Board of Guardians. Oxford men will remember especially his distinguished work in bringing town and gown into close relationship, for he has served on the town council. A familiar and honoured figure in the streets of Oxford for many years, he is incidentally an Alderman of the city, and he was a member of the Royal Commission on the Poor Law.

* * *

PRINCIPAL SIR DONALD MACALISTER has announced that he intends to retire in October from the Principalship and Vice-Chancellorship of Glasgow University. Comment on his eminent and distinguished services during his twenty-two years as Principal must wait, but it is fortunate that the University will probably be honoured with his services as Chancellor, in succession to the late Lord Rosebery.

* * *

MR. W. H. A. WHITWORTH, a house master at Lancing, has been appointed Headmaster of Framlingham College. Mr. Whitworth is a graduate in mathematics of Trinity College, Cambridge, and before going to Lancing had taught at Gresham's School, and in India.

* * *

MISS MAY FOUNTAIN, who has been for many years an assistant mistress on the staff of the Chelsea College of Physical Education, has been appointed by the governors to succeed Miss Dorette Wilkie as Headmistress of the College. Miss Fountain will begin her new duties on September 1 next.

THE death of Dr. Viljoen, Superintendent-General of Education of the Cape Province, cast a shadow over the proceedings of the Education Section of the British Association meeting at Cape Town at the end of July. Dr. Willem Jacobus Viljoen was educated at Cape Town and Stellenbosch, and studied successively at the Universities of Amsterdam, Leyden, and Strasbourg; he became Professor of Modern Languages at Stellenbosch in 1894. He was appointed Director of Education in the Orange Free State in 1910, and Superintendent-General of Education in the Cape Province in 1918, shortly after he had been made Pro-Vice-Chancellor of the Cape University. In the same year, 1918, he was appointed the first Vice-Chancellor of the University of South Africa. Dr. Viljoen had been chairman of commissions on agricultural and native education, and he was well known for his work in securing the adoption of the improvements in Dutch syntax and orthography, which are now standardized in South Africa and have made the bilingual problem much less formidable.

* * *

MR. F. G. HALL Headmaster of Mitcham Secondary School, has been appointed Headmaster of Ashton-in-Makerfield Grammar School, in succession to Mr. W. Ewart McClure, who has resigned owing to ill health.

* * *

GENERAL SMUTS has accepted the invitation of the Rhodes Trustees and the Vice-Chancellor of Oxford University to be the Rhodes Memorial Lecturer for the year 1929–1930. It is understood that General Smuts will reside in Oxford during the Michaelmas Term of 1929.

* * *

MR. S. C. ROBERTS, M.A., Secretary to the Syndics of the Cambridge University Press, has been elected to a non-stipendiary Fellowship at Pembroke College, Cambridge. Mr. Roberts has been Secretary to the Syndics of the Press since 1922. He was educated at Brighton College and Pembroke, where he took an exhibition in 1906.

—ONLOOKER.

INDUSTRIAL WELFARE SOCIETY CONFERENCE ON PERSONNEL PROBLEMS.—The annual conference of directors and labour and welfare managers and supervisors, convened by the Industrial Welfare Society, will commence on September 13, at Balliol College, Oxford, under the chairmanship of Mr. Robert R. Hyde, the director of the Society. An interesting and varied programme has been arranged. Mr. B. Seebohm Rowntree, chairman of Messrs. Rowntree & Co., Ltd., will deliver the opening address, and other lecturers include Mrs. Harry Salmon, of Messrs. J. Lyons & Co., Ltd., Mr. C. A. Lee, a director of Messrs. Arthur H. Lee & Sons, Ltd., Miss Radcliffe, who is responsible for the training of the staff of Messrs. Schofields, Ltd., of Leeds, Mr. E. V. Wright, Secretary of the Sports Association of the Gas Light and Coke Co., Mr. Douglas Kennedy, of the English Folk Dance Society. Prof. Campagnac, and Dr. D. R. Wilson, Secretary of the Industrial Fatigue Research Board. The lectures will deal with industrial welfare as an executive function of management and the application of the results of the numerous exhaustive investigations into the problems of administration to folk dancing, the organization of sport, and the growth of ethical values in industry.

* * *

COMPETITION OF INDUSTRIAL DESIGNS, 1929.—The Royal Society of Arts exhibited during the month of August, at the Imperial Institute, a selection of the designs received in the 1929 competition. The designs covered almost every phase of industry, from printing to furniture, and were chosen from the 3,669 entries submitted this year, more than double the entries of 1924, when the competition was inaugurated. Several of the chief awards went to students in the Dominions. The Society announces that it has established at the headquarters in John Street, Adelphi, W.C. 2, a Bureau of Information in connexion with the Competition. Manufacturers may obtain from the Bureau the names and addresses of exhibitors who desire to obtain employment as designers.

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Prize Competitions

The winner of the August Competition is "Beetle," *proxime accessit*, "Blackheath."

"Beetle" was a recent prize winner, therefore "Blackheath" is requested to apply for the prize.

The winner of the July Competition was Miss Kathleen A. Chapman, Meadow Bank, Cornwall.

"Dane," who *proxime accessit* in the June Competition, is Mr. H. C. Stewart, Wayside, Hinksey Hill, Oxford.

We classify the thirty-five versions received as follows:

Class I.—Beetle, Blackheath, Fidelis, F. W. Macnamara, Mnemosyne, Dane, Chardonne, Borderer, V. N., Agricola, H. S. W., St. Bride, Copt, R. A. D., Longhouse, J. E. M., Hibernia, M. K., S. A. M., Blot, Tula, Anna Knowles Merritt, Leo, S. L. C.

Class II.—Urbanus, M. C. G., Als ob, Cormac, Chateau d'If, Duo, Pices, J. C. S., Morning Glory, Pellegrina, T. G.

POEM BY SULLY-PRUDHOMME

AU BORD DE L'EAU

S'asseoir tous deux au bord d'un flot qui passe,
Le voir passer;
Tous deux, s'il glisse un nuage en l'espace,
Le voir glisser;
A l'horizon, s'il fume un toit de chaume,
Le voir fumer;
Aux alentours, si quelque fleur embaume,
S'en embaumer;
Si quelque fruit, où les abeilles goûtent,
Tente, y goûter;
Si quelque oiseau, dans les bois qui l'écoutent,
Chante, écouter . . .
Entendre au pied du saule où l'eau murmure
L'eau murmurer.
Ne pas sentir, tant que ce rêve dure,
Le temps durer;
Mais n'apportant de passion profonde
Qu'à s'adorer;
Sans nul souci des querelles du monde,
Les ignorer;
Et seuls heureux devant tout ce qui lasse,
Sans se lasser,
Sentir l'amour, devant tout ce qui passe,
Ne point passer.

TRANSLATED BY "BEETLE"

BESIDE THE RIVER

To sit, we two, here where the river flows,
And watch it flowing;
Or if, in the clear sky, a white cloud grows,
To watch it growing;
If from some roof, far off, smoke-pillars rise,
To watch them rising;
And if some flower, near by, breathes perfumed sighs,
Breathe, not despising;
If to the honey-bees, some fruit seems good,
To taste its savour;
And if some thrush sings to the listening wood,
List to its quaver;
To hear, by willow-roots, the murmuring rill
Murmurous rilling;
To feel, while the dream lasts, that Time stands still,
All passion stilling
Save ours; to let naught else that rapture share
That we are sharing;
And knowing nothing of the world's dull care,
And nothing caring,
Here, where all others happiness deny,
Nothing denying,
To feel that Love, though all the world must die,
Is sole undying.

Our task as judge is often brightened by the interest expressed by our competitors. It makes all the difference to feel you are considering the work of absent friends whose tastes you share, rather than just versions on pieces of paper. In these contests we never set a passage with some particular point which attracted us, no matter how veiled or subtle the point may be, without having the delight of reading a perfect chorus of interesting comment on that particular point. This month, of course, the attraction was glaring, but none the less the comments are instructive. "Blackheath" notes how successfully Sully Prudhomme suggested the gentle movement of a stream, and his own delicate verses preserve that suggestion well. "Beetle" remarks: "To get this properly translated, you would have to resurrect some seventeenth century 'metaphysical.' It suggests Donne's 'Ecstasy.'" We agree, so much so that in a Commonplace Book that we filled during former years, this poem figures in the same set as "Ecstasy,"—a set that we keep to read when a sedative is needed, when business is bad and worrying, when loud voices or harsh words have murdered peace. Such a poem will act like a door that shuts out anxiety or horror.

"St. Bride" writes interestingly, but unfortunately "not for publication," but surely we may say that she raises the intriguing question whether the poet meant "lasser" in an ordinary sense, tired of work or the world in general, or whether he meant that love had staled.

"H. S. W." says: "I have shirked translating the piece of bad natural history which makes bees eat fruit—a habit peculiar to wasps." Well, well, perhaps it was poetic license and not real inaccuracy. Anyhow, we like to quote "H. S. W.'s" happy stanzas:

If tempted by the nectar bees distil,
To share the brew;
If birds with song the listening woodland fill,
To hearken too.
To hear the stream by willows murmur past,
With murmur light;
And not perceiving, while our day-dreams last,
Time's gradual flight;
Without desire—save that we two may be
By each adored;
And leaving worldly broils uncaringly,
Unmarked, ignored;
Alone, serene, amid all things outplayed,
Unwearying,
To know our love, among all these that fade,
A lasting thing.

In our classification the highest places have been gained by translators who, without sacrifice of poetic grace, managed to keep nearest to the repetition of varying forms of a verb. As so many of our readers remark, the infinitive cannot be used in English with the same effect as in French, but competitors in Class I have all succeeded in using varying grammatical forms. As a matter of fact, that is the crux of the poem, this class of rhyme being known in French prosody as "rime grammatical," and we are happy to note how unerringly our readers pounced on it.

There were many pleasant, graceful lines in this month's batch, and as space does not allow of our quoting them all, we pick out a few:

See cottage smoke, far off, rise o'er the fields,
Blown to and fro;
If, near at hand, some flower fragrance yields,
Its balm to know,
And if some fruit attracts the wandering bees,
Taste it also; ("Blackheath.")

(This version got round the natural history question very skilfully!)

If smoke wreathes o'er yon thatch'd roof over there,
To watch it wreathe,
And if some flower breathes fragrance in the air,
That fragrance breathe;
If some fruit tempts the bees to taste, how good
The same to do!
If some bird warbles in the list'ning wood,
To listen too . . .
And hear, where water sings 'neath willow-tree,
The willow's song;
Nor think, however long the dream may be,
The time too long: ("Fidelis.")

(Continued on page 648)

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Some of those lines are lovely, but his next stanzas are not quite on the same level.

To sit together by the waves that glide,
And watch them gliding ;
And should a cloud athwart the heaven slide,
To watch it sliding ;
Far off, if o'er low roofs the smoke should wreathe,
To mark it wreathing ;
And sit, while round us flowers their odour breathe,
The perfume breathing ;
Or, if some fruit allures that bees find sweet,
To taste its sweetness ;
Or, when the woods the birds' sweet concert greet,
Praise its completeness. . . .
(" F. W. Macnamara.")

The river past the willows purls with song,
To hear its song ;
And not to feel, be the dream ne'er so long,
The hours too long.
. . .
For them, alone, when passing pleasures pall,
Life never palls ;
To feel that while earth's palaces may fall,
Love never falls.
(" Chardonne.")

We have no space for more, but thank " Leo " for sending us some fun : a version *hors concours* which begins :

Just you and me beside the flowing stream,
(Oh, let it flow !)
If in the air a little cloud should gleam
(A cloud ! oh, blow !)

And his real version is dubbed

Translation rough,
Please to excuse the awful stuff,
Only Du Maurier alone
Could dare translate this lovely pome !

" Duo " need not apologize for his version, it was quite worth sending up. We acknowledge stamps in lieu of coupons from " Leo " and " S.L.C."

A Prize of Two Guineas is offered for the best translation into English verse of the following poem by Hanns von Gumppenberg :

EINEM BETTELNDEN HUNDE

Du Köter, der sich näher schlich
an meinen Tisch, wehmütiglich
und unverwandt mich anzuschauen,
halb Furcht, und halb Vertrauen :
Dir gelt ich wohl der Gott, das Glück,
das Himmelsgeschick
und die Hölle dazu—
Köter, du dummer und armer !
Ich bin kein Teufel und kein Allerbarmer,
ich bin nicht mehr als du . . .
als ein Hund, der harrt in zäher Geduld,
bis ihm von rätselhafter Huld
ein Brocken fällt—
ein Hund, der nicht weiss, wielang' er behagt,
und wann man ihn jagt
vor der Tür, aus der Welt.

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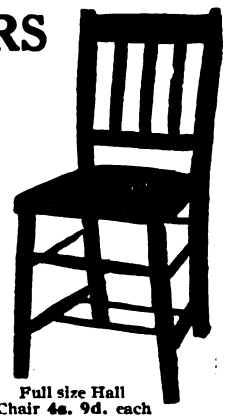

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While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on other suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. "Fine writing" should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

Essays for this competition are due on October 11.

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The School Leaving Age

On July 18th, the president of the Board of Education made the following statement in the House of Commons: "His Majesty's Government have carefully considered the most suitable date for the raising of the school age to 15. After weighing all the circumstances they have decided to prepare the necessary legislation to raise the school age to 15 as from April 1, 1931. I am at once asking representatives of the local education authorities and professional bodies to meet me with a view to consultation and co-operation. Consideration is being given to the form and amount of maintenance allowances to be granted, but I can make no announcement at present." This momentous statement is the obvious point of departure for any comments on the present position of the question to which it relates.

The statement means that, subject to any exceptions and limitations which the contemplated legislation may provide, the schools must be prepared, within a period which amounts practically to about eighteen months, to retain boys and girls who will not yet be 15 years of age at the date specified. But if these boys and girls are to have a coherent and well-ordered course of instruction, given under conditions that can be regarded as satisfactory, that course ought to be begun not later than the autumn of the present year. The great urban education authorities, whose administrators and teachers have already taken in hand the problems of re-organization in senior and junior departments, can afford to regard the prospect with equanimity, at any rate as regards school accommodation and a numerically adequate staff of teachers; and, we should add, as regards the provided schools. The local authorities whose areas are mainly rural, and whose schools are mostly non-provided, can hardly be disposed to regard the prospect complacently.

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Local Research —Pride of Country.

WALES has reason to be grateful to its National Museum for its determination to avoid over-centralization. The Museum has done everything possible, not to rob local museums of their best exhibits, but to place at their disposal all its wonderful store of specialized knowledge and experience, so that they may be better organized and more effective focal points of local culture. It has brought about an association of those local museums, hitherto struggling against local neglect and lack of funds, so that there can be exchange of views and the replenishment of local resources by loan collections from the National Museum. Its experts are always ready to go down to local museums to lecture or to send down expert opinion when it is required. A new line of development has now been commenced by the setting up of a central committee to organize, encourage, and equip local research in all the counties of Wales. The objects of that body are stated to be "the collection, preservation, and publication of historical documents and other historical materials and works." A start is being made in Glamorgan, Monmouth, and Brecon, but it is certain that, ultimately, the whole of Wales will be covered. This carries on and amplifies the great work done by "Rural Lore Schemes" in the primary and secondary schools of Wales—a movement which had its origin in the keen love of archæology and natural beauty, and the foresight of Sir Alfred T. Davies, when he was Permanent Secretary of the Welsh Department of the Board of Education.

Fifty Years Hence.

MISS LOWE, the retiring President of the Association of Headmistresses, conjured up, in her address at the Leeds conference, a pleasing vision of what schools may be like in 1979. Light, airy buildings, thirty-acre playing fields, far more space for the individual development of libraries, art rooms, and rooms for music and drama—these among other things will be the rule. Scholarship will include everything of real educational value, and a new contact will be established with industry. There is an echo of recent correspondence with Lord Eustace Percy in the warning against the segregation of children of varied tastes and abilities. "It takes all sorts of children to make a school, and though on paper a technical school, a modern school, and a grammar school may appear the neatest and most economical way of achieving the great ideals of the Hadow Report, we should distrust a system of segregation which labelled children from the outset as if they were parcels belonging to the different railway vans of educational transport." This is well and wisely said. Miss Lowe is in effect pleading for the "omnibus schools" advocated in many quarters—readers will doubtless have noticed the letters on the subject in our correspondence columns.

The New Welsh "Suggestions."

WHILST the three chief educational organizations in Wales are still seeking a method for co-operation in applying the findings of the Departmental Committee on Welsh, the Welsh Department of the Board of Education has taken two very definite and practical steps—both recommended by the Committee—towards that end. The first was the appointment of a specialist Inspector for Welsh to deal with the problem throughout Wales. The second has now been taken in the publication of the first of a series of memoranda intended to be, in effect, a set of "Suggestions" for teachers in Wales. This memorandum is a brilliant piece of work. Both the Welsh and English versions are models of literary style, and the Department is to be congratulated not only on the production of a document which cannot fail to hold the interest of all concerned with education in Wales, but also on the elaboration of an argument which must convince those most in doubt as to the possibility of effective bilingualism in the schools of Wales. This memorandum, and memoranda to follow, are intended to deal with the situation which has arisen in Wales as the result of the publication of the Departmental Report referred to and of the Hadow Report, but the first memorandum deals with the curricula of junior and infants' schools. An interesting point, brought out in the prefatory note, is that the adoption of an age of transfer of 11 plus will for some time be rather more difficult in Wales than in England as the average age for admission to secondary schools in Wales is higher in Wales than in England. Whilst the whole memorandum is characterized by original and unfettered, but sound, thought, the way in which the main theme is developed, *i.e.* that the first aim of the school, up to the age of 11, should be to give the child the power of expression, really stamps the memorandum as one of the most valuable documents which has ever been issued to the schools of Wales.

Spoken English.

MR. A. LLOYD JAMES, Secretary of the B.B.C. Advisory Committee on Spoken English, raised a point of considerable importance at the City of London Vacation Course in Education when he urged the growing need for laying down some standard of spoken English. It would not be long, he said, before daily broadcasting took place between all the English-speaking countries of the world. If Mr. Jones, from Forty-seventh Street, New York, were picked out to broadcast, would there be any chance of his being understood here? Or suppose we picked out Mr. Jones, of Peckham, to broadcast, would he be understood in the Middle West? It was imperative, not for any sentimental reasons, but for the sake of expediency, that we should lay down some standard for spoken English. We agree. But to lay down a standard is not the same thing as getting it observed, and much educational work will have to be done in schools and elsewhere before this common standard is attained. One difficulty is that children frequently use one standard in school and another at home, for their parents object to their "talking proud." But since this difference of language is perhaps the most powerful class barrier in existence, it would be a great gain if it were removed. At the same time there will be a desire to retain those forms of expression which, though local in character, do not fail to enrich the language. We may, for example, wish to prevent a Londoner from speaking of "Charing Kraws," while welcoming the speech of a Yorkshireman who asks what is the "gainest" way to Sheffield.

THE Board of Education has recently published a Report on Adult Education in Lancashire and Cheshire for the period ending July 31, 1928, and since its appearance during the holiday season may result in its receiving insufficient attention, we think it

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advisable to say that in our view too much importance cannot be attached to this movement. We note that there were 207 University Tutorial Classes and W. E. A. Classes in the district, and that a very wide range of subjects was covered, the most popular being Economics and Economic History. The organization is elaborate and effective, close co-operation being maintained between the universities and the voluntary bodies. It is cheering to learn that groups of immature beginners are now hardly to be found, and that a disquieting feature of earlier days, the presence of a proportion of students who failed to make up for their passivity in class by any conspicuous industry or application in individual study, has practically disappeared. The students are drawn from almost every walk of life, and they follow with the keenest interest the very able exposition of the tutors. The work of the best classes has proved that the three years' course can provide a sound basis of education in a branch of knowledge which is entitled to a high place among liberal studies, and although certain difficulties still remain to be solved, it is evident that work of very high value is being done. The report concludes with the prediction that within the next few years, new demands will arise for a considerable extension of work among adults. We have no doubt that this demand can be and ought to be met.

Adult Education.

WE are glad to note that an enterprising school in North London (Tollington School, to be precise), has, during this summer vacation, sent a party of boys to Saxony in charge of their German master. The visit was arranged with the goodwill and active co-operation of parents in both countries. Each boy taking part had been for some time corresponding with a German boy into whose home he was received as a guest for three weeks. As August is not a holiday month in Germany, the visitors could, if they wished, attend school in the morning with their hosts, or they were free to spend the time as they liked, while in the afternoon outdoor activities, such as tennis, boating, and swimming, were shared. The English boys resisted the temptation to go armed with cricket material, preferring to try their hands at "Schlagballspiel" and "Handball." Sometimes excursions of a more definitely educational type were undertaken, visits being paid to Leipzig and other places of interest, as well as to factories and engineering works in the neighbourhood. The German boys are to pay a return visit next year under similar conditions. This is a first-rate way of promoting international understanding and friendship, all the more valuable when we remember that a dozen years ago the fathers of these boys were probably facing each other in the trenches. We hope that other schools will follow this excellent example and so contribute to the causes making for European peace.

London Boys In Germany.

ONE of the most impressive gatherings of the holiday season was the World Jamboree held at Birkenhead to celebrate the coming of age of the Boy Scout movement. Sir Robert Baden-Powell, when he organized his first camp on a little island in Poole Harbour twenty-one years ago, did not foresee that a world movement would grow from this small beginning. Yet it is his genius and ardent faith that are in the main responsible for a very remarkable movement. Free from any military or political bias, and setting its face against denominational and class distinctions, this great society has done incalculable good in breaking down barriers, in providing healthy activities for boys, and in inspiring a desire to leave unworthy aims and follow the things which are of good report. The Duke of Connaught summed up the significance of the movement when he said, in addressing the Scouts, "With the enthusiasm of youth these lads are marching forward to a self-reliant manhood, eager and willing to snatch the torch of progress which feebler hands lay down, and to bear their part in the burden of Empire and in the world's work. The future historian will rank the Scout movement as one of the great landmarks of our time, and will add the name of its founder to the roll of the world's reformers." It is good to know that schools and schoolmasters have recognized the value of scouting, and that they are contributing to its growth and further success.

Boy Scouts at Birkenhead.

THE great Jamboree was a fitting occasion for honouring the founder of the movement, on whom His Majesty has conferred a peerage. Fifty thousand Scouts, of all nations, assembled in camp at Birkenhead, may be a portent of world peace; it is assuredly a demonstration of one of the greatest educational experiments the world has seen. Some 1,250,000 boys contributed a maximum of one penny each to provide the Chief Scout with a suitable present as a souvenir! In his address the Chief Scout said with truth, "It is difficult to teach an old dog new tricks, but with the young it is different. We can mould all these young people and change their spirit into that of unselfishness." The modern Mr. Lewisham might frame this as a suitable text. It is the keynote of the Scout movement as it should be of our elementary and secondary education.

Lord Baden-Powell.

MANY hard things have been said about the School Certificate Examination, but a somewhat new line of criticism is taken up by one of the governors of a secondary school, who writes to *The Times Educational Supplement* to say that the papers set in Latin this year would have furnished a fair test for himself after he had spent three years over the subject at a preparatory school and then four years at a public school, with about ten hours a week at Latin and ten at Greek, whereas the boys at the secondary school are expected to meet this test after three or four years at Latin, working five hours a week, and with no Greek to help. The result is that the "unseens" are muddled and that a boy may pass if he gets a word right here and there while missing the whole sense of a passage. He regards this as an insult to the fair name of learning, demoralizing to the pupil, disheartening to the teacher, and dangerous to the nation. He adds that the same remarks apply to French, and suggests that a simple and complete remedy would be to set a much easier paper and demand that it should be done almost without a mistake before allowing a pass. There is much to be said for this. Some pupils pass the School Certificate Examination who have very little grasp of the work, and it might well be an advantage to have a less extensive syllabus while insisting on mastery of the elements of a subject. Is it true, however, that the examiners will not pass more than 66 per cent of the candidates? As the examination is not competitive,

A Criticism of the School Certificate.

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we should hesitate to accept this statement without authoritative confirmation.

Unemployment among Scottish Teachers.

IT is disappointing to learn that the Central Executive of the National Committee for the Training of Teachers in Scotland has decided to impose no restrictions upon the enrolment of qualified candidates for the coming session. The situation plainly calls for drastic action. According to the Executive's own statement a considerable number of the students who completed training in 1928 are still without posts, and only a small proportion of those passing out of training have so far found employment. In addition to that, the present applicants for training, a large proportion of them graduates entering for a one-year's course, exceed in number last year's entrants. Yet in face of this certainty of increasing unemployment the Executive gives up the attempt to limit the number of enrolments, begun last year, on the ground that it would be extremely difficult to devise any plan that would operate fairly for all categories of applicants. The difficulty is obvious, but what does the National Committee and its Executive exist for if not to deal with such difficulties?

The Selection of Entrants to Training.

THE uncertainty about future requirements produced by the Government's delay in intimating that the school age should be raised to 15 is no doubt a complication of the situation. But the problem of equating supply and demand so as to prevent either shortage or excess is not a new one, and should have been tackled three or four years ago. There is a natural reluctance to embark on an individual scrutiny of candidates for entrance to the training colleges, both because of the arduous and unsatisfactory work it entails for those making the selection, and the hardship inflicted on students rejected after years of previous preparation. But in view of the certainty of unemployment for a considerable number of those trained, some kind of selection might surely have been attempted as an emergency measure for a year or two. The simplest permanent solution would be to fix the quota of candidates for each of the counties in view of the needs of each county, and throw the onus of selection on the counties. At present the authorities are encouraging pupils to go up to the universities by the bestowal of maintenance grants; and under the evil system of closed areas into which the country has steadily drifted since 1918, the only place in which most of the student teachers can hope for employment is their own county. The county authorities have therefore a definite responsibility for the glut of young teachers, and ought to be compelled to organize their output of prospective teachers to prevent it. If they cannot do this themselves it is the plain duty of the National Executive Committee to see that they do it.

Philosophy in the Scottish Universities.

THE honours school in Philosophy in the Scottish universities has fallen upon evil times. This is connected with a general decline in philosophical interest and the absence of any very outstanding personalities in the chairs of philosophy in Scotland. But the weakened appeal of philosophy as a subject of special study has been accentuated by the fact that students of honours calibre tend to make for specialization in subjects which will qualify for secondary teaching under Chapter V of the education department's regulations. There is at present a movement on foot to get honours graduates in philosophy, who have graduated in English on a higher (but not honours) standard, recognized as qualified for English under Chapter V. All who appreciate the large and distinctive part that philosophy has played in the culture of the Scottish people will wish the movement success. The only doubt is whether the plan is not too narrowly conceived. Why should the graduate with philosophical honours be limited to the teaching of English? The argument for such special recognition is obviously that the man who has shown capacity in dealing with first principles, makes up for his technical limitations in a particular sphere of learning by his more comprehensive view of life. On that line of argument there is every reason to believe that a philosophical specialist who could show the very respectable attainment indicated by a pass in any other subject on the higher standard, would be able to do first-rate work in that subject as a secondary teacher. So far as the schools are concerned, the real question turns on two points: first, whether a graduate who has passed on the higher standard in a subject has sufficient knowledge of that subject to teach it satisfactorily up to the top level of school requirements; and second, whether his general intellectual standing is good enough for his responsible work. As there is general agreement that the higher pass guarantees the possession of knowledge and power well above school requirements, there does not seem to be any need to restrict the graduate with honours in philosophy to one school subject rather than another. But here a wider question emerges. Would it not be better to widen the conditions under which Chapter V qualification is given, so as to allow any first or second-class honours degree to be the basis of recognition as a secondary teacher, provided that it be conjoined with a pass on the higher standard (at least) in the subject or subjects taught? Over-specialization has worked much mischief in the secondary schools. The occasional entrance of teachers with honours degrees in non-school subjects and a lower but still adequate performance in school subjects would introduce a welcome variety into the teaching profession.

Provincial Councils.

THE Council for Further Education formed in Yorkshire is evidence of the need for provincial councils for higher education. Will this reform have to wait for a general scheme of devolution and will the lessons which industry is giving daily of the advantages of consolidation of interests and "trustification" pass unheeded in the educational world? In the sphere of technical education two questions are urgent—the co-ordination of the work of the technical colleges among themselves and the linking up of their work with the local universities. But is there not also a need for development in all branches of higher education? If we seek a reason for the lag of higher education compared with secondary education, it is to be found in the small areas of local authorities and the absence of any real sense of administrative responsibility for higher education. For some years we have pleaded in these columns that this question should engage the attention of the Minister of Education. In carrying out the proposed new arrangements for the local control of elementary

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education, an opportunity may be found for effecting this reform, which experience has shown cannot be brought about by private effort.

Apprenticeship.

ONE suggestion frequently advanced in the discussions of the raising of the school-age to 15 is that something might be done to revive the apprenticeship system. Possibly, compulsory "tutelage" would be a better term than compulsory "education," and this might extend to 16 or even later. Works schools, such as Mr. Ford has provided at his factory at Detroit, have the advantage of introducing a boy to real industrial conditions, to an atmosphere of work and effort without neglecting his mental and physical education. If a sound scheme of works schools and apprenticeship could be elaborated by our Board of Education, the co-operation of our great industries would be easily secured, and the difficulty of adjusting our new educational system to industrial conditions would be reduced.

The March of Science.

THE City of London Vacation Course in Education demonstrates a thirst of knowledge on the part of teachers, even under climatic conditions suggesting a different kind of thirst. But when that knowledge is provided in such an interesting form as in Prof. J. A. Thomson's lecture on "British Contributions to Science," we can understand teachers coming to London in August, even from great distances. What are the characteristics of British science? A *flair* for big ideas and a power of dogged persistence, Prof. Thomson suggests. He paid a well-deserved tribute to the scientific work of amateurs such as Gilbert White, a country parson, Hugh Miller, a stonemason, and Cavendish, a rich aristocrat. Such a lecture addressed to teachers may serve several good purposes—for instance in stimulating them to some original scientific work, however modest, and in impressing the supreme importance of giving children the sense of wonder with which, as Coleridge said, all knowledge begins and ends.

Religious Education in Wales.

THE possibility of acceleration of schemes of reorganization as the result of the Government's pronouncement about the raising of the school age, seems likely to compel education authorities in Wales to take up the question of religious education at the point at which it was left, when the scheme for a concordat fell through some years ago. One would not have to go very far back to reach the period when sectarian differences would have made it impossible for an agreed policy, safeguarding real religious education in all public elementary schools in Cardiganshire and Caernarvonshire, to have been put into operation. Now both these authorities propose to adopt uniform syllabuses, Cardiganshire taking the Cambridge syllabus, and Caernarvonshire the Winchester syllabus. This agreement was not reached without some opposition. In Cardiganshire one objection was that whereas the Church had been disestablished, it was now proposed to establish a particular type of religious education. In Caernarvonshire specific religious instruction is to be given in Church schools on one day a week; as a result it is hoped that the question of the transfer of senior children has been settled over the greater part of the county. There has been some criticism of Welsh education authorities adopting English schemes, but this is unquestionably better policy than embarking now on conferences lasting two or three years whilst reorganization is held up.

Examinations and Careers.

INDUSTRIAL depression, accompanied by an increasing development of secondary and university education, has presented Wales with a particularly difficult problem. Some of the newer secondary schools are placed in districts in which the sole industry is mining, and the heads of those schools are performing rather remarkable, if little noticed work, not so much in placing ex-pupils in what is called "suitable employment," as in securing in those pupils an attitude towards a life's work in which there is no disdain towards beginning at the bottom of the ladder. For some years the Ministry of Labour has done a great deal to bring the schools into close contact with employment, but the secondary schools were rather chary of associating with an agency which was concerned with ordinary problems of unemployment. Lately those schools have modified their views a great deal, and there seems to be opening out a period of hopeful co-operation provided the Ministry will reserve to Welsh heads that initiative which has resulted in so striking a development in Welsh secondary education. There may be a tendency to give undue weight to examination results in records submitted for the consideration of employers. Recently the Chief Inspector to the Central Welsh Board has thrown the full weight of his experience and authority on the side of attaching more importance to the whole school record of pupils.

The National Museum of Wales.

IN his last report the Director of the National Museum was able to show substantial progress in the co-ordination of local museums with the central institution. Twelve Welsh museums, and the Bristol Museum and School of Art, sent delegates to a conference this month. This year special attention was given to zoology and art, and demonstrations in the preserving of birds and mounting of prints were made. The staff of the Museum has been engaged in the past year on land and marine surveys in Wales, and excavations of the greatest importance have been carried on at Caerleon and at Offa's Dyke in Shropshire and Radnorshire. A "Bygones Guide" giving an account of old-fashioned life in Wales and cataloguing over 1,000 objects, is being issued. The departments of botany, zoology, and archaeology, staged exhibits at the Royal Welsh Agricultural Show. All these activities indicate how wisely and actively the Museum is pursuing a policy not merely of storing, exhibiting, and cataloguing objects of national interest in one central institution, but also of linking up its development with the remarkable growth of extra-mural education which is taking place in Wales. No visitor to the Museum can fail to be struck by the keen interest of the great majority of its very heavy list of visitors.

SCHOOL BROADCASTING.—The B.B.C. announces that the programme and syllabus can now be obtained (from Savoy Hill) of the work to be done in school broadcasting from September, 1929, to June, 1930. The syllabus includes talks on geography, athletics, and a special series on aeronautics, arranged for secondary schools.

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Foreign and Dominion Notes

SWITZERLAND

The W.F.E.A. Geneva Conference.

The third biennial conference of the World Federation of Education Associations was held at Geneva from July 25 to August 3, and was attended by about 1,200 delegates from many countries. The aim of the conference, it should be noted, is to promote international goodwill and world unity among teachers and taught. Hence the chief speakers who addressed the general meetings naturally included men of the calibre of Prof. Gilbert Murray, M. Albert Thomas (of the International Labour Office), Count Hayashi, M. Jacques-Dalcrozer, and Profs. Arcari and Zimmern. The bulk of the delegates were Americans; there were also a good many from the British Isles and the Dominions. The conference resolved itself into several sections dealing with such subjects as health, education, international goodwill, rural education, practical education. A remarkably interesting and comprehensive educational exhibition was arranged in the Palais des Expositions. Twenty-four of the exhibits were the official exhibits of various countries, while others were devoted to the Red Cross, Boy Scouts, Girl Guides, Y.M.C.A., and kindred organizations. The Czech art exhibition, those of Hungary and Germany, and the Welsh exhibit of children's activities for international friendship were all noteworthy. The "Atlas of Civilization," lent by the Palais Mondial, Brussels, showing the development of civilization and the contributions of various nations to it, was a conspicuous feature. Apart from the conference speeches, some notable sectional addresses were delivered. These included Dr. Ballard's address on "The Cultural Value of Handwork," Dr. Zimmern on "International Co-operation in International Affairs," and Mr. McLay of the E.I.S., on "Advanced Instruction in Primary Schools." It is possible that closer contact will be established between the W.F.E.A. and other international organizations in the educational world. The conference this year was a valuable and successful one and gave a strong impetus to the development of the international spirit in education.

DENMARK

Conference.

The fifth annual conference of the New Education Fellowship was held at Elsinore from August 8–22, some 2,000 delegates being welcomed by the Prime Minister, the Education Minister, and the Mayor of Elsinore. Sixteen groups for discussion and eleven for study were at work during the course in order to synthesize and co-ordinate a science of education suitable to the modern age. Special importance was attached to the locality of this year's conference, since the Danish high schools for adults are noted for their freedom and for the spirituality of their teaching.

HOLLAND

The Hague Conference.

The Eleventh International Congress of Secondary Teachers (le Bureau International) was held this year at The Hague from July 17–24, under the patronage of the Prince Consort, and of eminent Dutch statesmen and educationists. The main topic of the conference was the secondary education of girls; reports on this subject were presented by delegates from practically every State in Europe except Germany and Russia. It should be noted that the Bureau International has now been in existence since 1912 and comprises sixteen affiliated National Federations with a membership of 40,000 teachers in secondary schools, as well as a number of smaller federations.

NYASALAND

Annual Report for 1928.

The second Annual Report of the Education Department of the Nyasaland Protectorate reveals the difficulties that confront administrators in some of our protectorates. The labours of the missions have, however, made widespread provision for the elementary education of the natives, and the Department has now to gain unanimity and uniformity in the educational work of the country. The first director, Mr. R. F. Gaunt, died while on leave, and his successor has had to meet the objections of the missions to the Ordinance of 1927.

Training of Teachers.

Training centres for teachers are being established by the help of grants-in-aid, but it is difficult to retain trained native teachers while they can get higher wages on plantations and with commercial firms. The newly-opened Jeanes Training Centre established by government, and aided by the Carnegie Fund of America, will provide a supply of trained native supervisors similar to those in the Southern States of America. These will visit the village schools, improve the elementary instruction in the three R's, and adapt the conventional subjects to African life and environment, and make the schools centres of community life, while their wives will give training in housecraft and child welfare.

The Schools.

The Government is establishing a school for Mohammedan children. Grants-in-aid have been made to four private schools which receive the few European children in the Protectorate, who, all told, number 122 (maximum attendance). The mission schools educate no less than 138,339 children, the average attendance being 80,684, at an expenditure of £36,692, of which £7,841 represents Government grants-in-aid. The two great Scotch missions, with the Dutch Reformed Church Mission, educate more than half of the pupils on the school rolls; their work in training new teachers and in training for industry and for hospital work seems to be solid and stable, and of a high character. The co-ordination of the work of the various missions, while leaving them freedom and individuality in the pursuit of the general aim of raising the standard of the native, is declared to be the policy of the Department, and the report pays full tribute to the fine work carried on by the missions that have civilized Nyasaland. It is evident that the missions are concentrating on the development of a native education that will bring out the best that is in the traditions of the natives and harmonize with their environment, rather than endeavouring to impose on them something that is alien and calculated to deracinate them.

UNITED STATES

Philosophy and Science in Education.

Prof. William Kilpatrick, of Teachers' College, Columbia University, contributes an interesting article to *School and Society* (No. 759), Vol. XXX, July 13, 1929. It is entitled "The Relations of Philosophy and Science in the Study of Education." He points out four situations where philosophy must temper the efforts of science to establish uniformities. There is the curriculum content problem, which is all of life to the pupils and to those whom they may later influence. Secondly, before advocating any vocational segregation of secondary pupils, we must consider its effect individually and collectively on life's outlooks and on group life. The best results by established test are not necessarily the best in life. Learning to give back on demand is not education, nor is education for the immature only. That would imply that nothing is unknown to the teacher. Philosophy deals with situations, science with facts, and one is the complement of the other in education.

Topics and Events

FARADAY CENTENARY.—Teachers of physics will know the debt we owe to Faraday for his discoveries in electromagnetism; others may not so readily realize the extent to which "electricity in the home and in industry" depends on his fundamental work. The centenary of his discovery of electromagnetic induction, upon which depends the basis of the electric motor and generator, occurs in 1931 and, as is most appropriate, the Royal Institution, the scene of his discoveries, is taking a leading part in the arrangements being made to commemorate this notable event. Two committees have been formed, one composed of representatives of the Royal Institution, Royal Society, British Association, and other scientific bodies, which will be concerned with the purely scientific side of Faraday's work; and the other, consisting of representatives of the Institution of Electrical Engineers and of the industries which have had their birth in Faraday's discoveries, will deal with the industrial aspects. The celebrations will begin on September 21, 1931, and will be held in London. This week will also see the opening of the centenary meeting in London of the British Association. The two events cannot fail to be of worldwide interest and importance.

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HEAD MISTRESSES' EMPLOYMENT COMMITTEE.—In the annual report for 1928 (2d. net, H.M.S.O.), a summary is given of the

(*Continued on page 664*)

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activities of the Committee for the first decade of its existence. The Committee was started for the purpose of placing educated girls in clerical and allied situations, but, as the report shows, its activities have now extended to include advice as to choice of a career and suitable training, and after care. The Committee works in co-operation with the Ministry of Labour, and also keeps in close touch with the schools, employers, and public and professional bodies. The development of the Committee's work is shown by the fact that in 1921 1,703 girls and parents were interviewed, whereas in 1928 the number had increased to 9,075. In 1921 employment was found for 326 girls; in 1928 the number was 1,213. The bulk of the vacancies filled are of a clerical or secretarial nature, but, in addition, following the Committee's advice, applicants have embarked on courses of training in horticulture, agriculture and dairying, pharmacy, nursing, chiropody, radiography, librarianship, music and dramatic art, and a number of interesting placings have been made.

* * *

WORLD CONFERENCE ON ADULT EDUCATION.—Over 400 adult educationists from forty-six countries, sixty-six of them officially representing their respective governments, assembled for the first World Conference at Cambridge, August 22–29. The conference marks a stage in the development of the World Association for Adult Education which, founded ten years ago, has published forty-one Bulletins and has membership in forty countries. It has already held international meetings in Denmark and Germany. Dr. Albert Mansbridge was president of the Conference, and representative speakers, such as Count Hirotaro Hayashi (President, Japanese Education Association), M. Maurice Roger (Inspector-General of the Ministry of Public Instruction, France), Dr. F. Kaphahn (Germany), Dr. Henry de Man (Belgium), and Dr. Rickard Sandler (ex-Prime Minister of Sweden), took part. Great Britain was represented by Sir Michael Sadler, Dr. Thomas Jones (Deputy Secretary to the Cabinet), Dr. R. St. John Parry, &c.; the United States by Dean J. E. Russell, Dr. W. H. Kilpatrick, &c. The final address was given by the Hon. Newton D. Baker (United States Secretary for War, 1916–21).

Varia

CHRIST'S HOSPITAL.—New buildings are to be begun at once to provide science workshops, a lecture theatre, and the east wing of a new quadrangle. Provision will be made for the study of biology, agriculture, zoology, and botany, and an open yard will be made in the centre of the quadrangle for the growing of botanical specimens. The architect is Mr. Sydney Tatchell, surveyor to the Hospital, while the funds have been provided by the City Corporation and City Companies, together with donations from governors, almoners, and the Dunn trustees.

* * *

SCHOOL LEAVING AGE.—On the invitation of the President of the Board of Education, representatives of the Local Education Authorities in England and Wales conferred with him on July 30 on the Government's decision to raise the school-leaving age as from April 1, 1931. The following Associations, as well as the London County Council, were represented at the Conference: The County Councils Association; The Association of Education Committees; The Municipal Corporations Association; and The Federation of Education Committees (Wales and Monmouthshire). The President reviewed the situation and invited a frank exchange of views as to the best way of giving effect to the Government's policy and of surmounting immediate difficulties. After a full discussion, the President assured the conference that he would give careful consideration to the representations made on various aspects of the problem.

Reviews

SCIENCE TEACHING

Science Teaching: What it Was—What it Is—What it Might Be. By F. W. WESTAWAY. (10s. 6d. net. Blackie.)

A year ago, under the leadership of Sir Richard Gregory, was launched an attack on those scientists who seemingly could not state their theories and discoveries in words which a plain man could understand. Those who dip now and then into works on educational theory, felt probably that the front attacked was far too narrow, and at least should have included most educationists. It is a significant fact that many of those who are concerned to teach "How to Teach," have failed to appreciate the teaching truth, "Simplicity is both the child and the parent of understanding."

Hence it is a most pleasant relief to find a book on educational theory—and science teaching at that—which calls a spade by its proper name; and which tells the teacher, and particularly the science master, much about his craft which for long he has wanted to know, in a way as much marked by plain statement as by strong common sense. For though Mr. Westaway's book is addressed to science masters in general, and from it there is much that even the most expert can learn, it will prove of particular value to the young science master who is in training or in the first few years of his teaching life. To all such is urged the unqualified recommendation: Get the book and read it; it is the best thing yet! It is packed with practical advice which will always be of value.

Mr. Westaway writes from the experience gained from a long and distinguished association with things educational. Those who knew him before his recent retirement as H.M. Inspector of Secondary Schools, will recall his kindliness and helpfulness, and yet remember him as a shrewd constructive critic of educational methods in general, and of scientific method in particular. Add to these qualities a sense of humour, a ready pen, and the obvious intention on his part to give from his experience all he can which is of value, and the characteristics of the book are clear.

It is only possible now to indicate its contents. The sub-title describes its scope. It aims not only at making clear the outstanding aims and methods of science teaching, but at passing on to the senior science master a firmer grasp of his own subject and an appreciation of the aims of all the other sciences which find place in the educational system. This is an ambitious scheme, and its fulfilment requires in the writer a breadth of view much out of the ordinary.

The book is divided into four main sections: Some Principles of Science Teaching, the Subjects of Instruction, Considerations for Sixth Forms, and Accommodation and Equipment. Each part serves its purpose well. Part one reads most easily, mainly because its general nature gives more scope for the author's wit and reminiscences. Part three is novel, and contains much to ponder over.

Altogether this is a book of outstanding quality and usefulness. It will not be mastered in a few weeks. It will be a companion for years.

A PHILOSOPHY OF EDUCATION

A Modern Philosophy of Education. By Prof. G. H. THOMSON. (8s. 6d. net. Allen and Unwin.)

What do we, or what should we, mean by a philosophy of education? Some one has defined it as a consideration of the more general problems of education. That is true in the sense, for example, that the philosophy of education should rise above questions of nationality, so that whether an Englishman is writing for Americans, or an American for Englishmen, there must be the same philosophy, if it is a true philosophy. For a true philosophy national boundaries either do not exist or must be transcended. Prof. Thomson, who has already won distinction by his treatise on "Instinct, Intelligence, and Character," here turns from the psychology to the philosophy of education, which he defines as looking at education as a whole, with

(Continued on page 666)

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Full particulars of all L.C. Examinations will be found in Syllabus A, which will be sent on application to the Secretary.

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Syllabuses A and B, Ensemble and Elocution Syllabuses, for 1929 or for 1930, Entry Forms, Written Examination Papers set in previous years, and any further information can be obtained post free from the Secretary, 14 & 15 Bedford Square, London, W.C. 1.

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a view to making it a consistent whole. Prof. Thomson disclaims the title of philosopher as that term is usually understood. In our view, however, it was quite unnecessary to apologize for not being learned in the great historical systems of philosophy, or even in current philosophical controversies. By a philosophy of education he means something simpler and better. He means an attempt to see education steadily and see it whole. No one who teaches, or who has anything to do with teaching, can fail to have some sort of philosophy of education. The trouble is that it is usually a very defective philosophy. This book will help many people to remedy their defects.

There is another way of viewing the philosophy of education which we commend to Prof. Thomson's notice. Science, and especially psychology, may help the teacher to realize his aims and ideals, as Prof. Thomson has shown as well as any one. Also, history will inform the teacher as to the aims and ideals that have been recognized in the past. But there is a region in which neither science nor history can help us directly. What should be the aims and ideals of education, in all its phases and ramifications at the present day? Here, it may well be contended, is the true sphere of a philosophy of education; here, where psychology cannot help. And if this be so, the philosopher of education should, we think, omit much that Prof. Thomson includes, *e.g.* his clear and otherwise helpful explanation of the Mendelian theory of inheritance, which is biology; he should include some things that he omits, *e.g.* a thoroughgoing discussion of the principles of curriculum-making; he should generally re-distribute his emphasis; and he should give us something more like a system, and less like a fortuitous concourse of chapters.

Still, there is certainly room for an English book which does at any rate point to the need of a philosophy of education, and which contains so much excellent material as we find in this book.

EVERYDAY ART

Everyday Art at School and Home: A Book for Children, Parents, Teachers and Students. By D. D. SAWER. (12s. 6d. net. Batsford.)

If the test of a book on art is the inclination it arouses to go out and do or make something, then this book, by Miss Sawer, is undoubtedly a real contribution to the library of the student and teacher. The book throughout inspires to action, though it is evident that much study of theory has gone to the making of it. While reading it we feel that the conflicting theories of Ruskin, Pestalozzi, Fenollosa and his American disciples have all helped, and that the battle between the east and the west, the two-dimensionalists and the three-dimensionalists has been fought to good effect, and that out of the conflict has emerged a well-balanced, elastic scheme for Schools.

The book is free from the apologetic self-consciousness which seems to afflict so many of our books on art. This is a disease which, no doubt, had its origin in the adolescent state of our art teaching. We can now take it for granted that art, as an educational subject, is fully entitled to its place in the curriculum, and that there is no need for further apologetics. Miss Sawer limits her chapter on "The Use of Drawing as a Subject in Education," to a page and a half, and devotes the rest of her two-hundred and forty pages to dealing in a most interesting manner with all those branches of visual art which should find a place in the art syllabus. The exercise on plate xxxii., which deals with landscape construction from a contour map is an example of the catholic attitude of the authoress. This type of work, as we know from experience, with its appeal to all who use maps, is of never-failing interest to the upper school, and may be made the starting-point of many useful and healthy exercises in the open-air. The book is copiously illustrated, chiefly with rapid sketches, about which there is a verve which is generally entirely appropriate. We would, however, venture to suggest that some of the drawings, especially those dealing with the figure on plates lxxxiv. and lxxxvi., might advantageously have more care given to them in the subsequent editions of the work which will no doubt be called for.

There is confusion of thought in the note at the bottom of page 220. In this it is stated that the circle seen in perspective is not an ellipse constructed mathematically. The truth is that the circle seen in perspective *is* an ellipse, the major axis of which is slightly below the centre of the circle. The line referred to in the note as the "major axis" is the diameter of the circle seen in perspective.

A happy use is made throughout of the sister art of literature, and these apt quotations tend to help the mental attitude which is a necessary preliminary of all artistic creation.

Full of instructive and suggestive material this book should prove most useful to parents and teachers.

EIGHTEENTH-CENTURY LITERATURE

A Survey of English Literature, 1730–1780. By Prof. O. ELTON. In Two Volumes. (32s. net. Arnold.)

In the preface to his latest "Survey" Mr. Elton tells us that it is "the last he shall make." So that inevitably something of the "sadness of farewell" must touch the mind, and perhaps the pen, of a reviewer who has looked to Mr. Elton as one of the surest guides in English literature for a time long antecedent to the publication of the first two volumes of his "Survey"—ever since, in fact, he contributed his book on "The Augustan Ages" to Prof. Saintsbury's "Periods of European Literature" nearly thirty years ago. The insight and brilliance of his concentrated pages upon Swift left an ineffaceable impression. It is impossible to suppress the wish that he could have carried his "Survey" just a little further back still and treated Swift more fully than was possible in "The Augustan Ages." But it is more gracious to express gratitude for, and congratulations on, the completion of a great self-imposed task—the review of everything that has a sound claim to be considered English literature over the long stretch of years between 1730 and 1780. It is interesting to observe how the critic's style has gained in lucidity, though it may have lost something of its early epigrammatic brilliance, during the progress of the work. In the writing of these last two volumes the study of eighteenth-century prose may possibly have reinforced the natural effect of many years' practice in the art of teaching.

In the long roll of English writers it is to the great names that a reader instinctively turns, not to the minnows for which researchers in the period have of late been so industriously fishing. Indeed it is with some relief that one gathers from Mr. Elton's preface that the minnows could quite well, after examination, be put back into the waters of oblivion. The great writers have never been submerged.

Is it possible to say anything that is both new and true about Dr. Johnson? Mr. Elton's pages are full of judicious comment, and though he keeps very strictly to his task of criticism, he makes Johnson live both as man and writer. "His mistakes and protests are of more interest than the admiring conformities of other men." "His mind works all the time with the swift activity of a piston." "His heart and vision are greater than his intellect: the portraits by Reynolds, with their look of tormented strength confirm this impression." These three detached sentences may suffice to show the acumen and sympathy of Mr. Elton's appreciation.

Of Gray's verses on the drowned cat, Mr. Elton points out that they are "a pleasant bit of self-parody, and show that Gray was alive to the risks of the classical-sublime manner." On the Elegy he remarks that it "is worth studying throughout simply for its sound-sequences." Here our quotations must end, but almost any page would provide similar dicta, worthy to be paused over and remembered.

(*Continued on page 668*)

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Minor Notices and Books of the Month

EDUCATION

Paton's List of Schools and Tutors: An Aid to Parents in the Selection of Schools. Thirty-second Annual Edition, 1929-1930. (5s. Paton.)

This excellent compilation is as useful as ever. The classified lists make the mass of matter easily accessible, and as heretofore the well-written introductions to the various sections will be found most helpful. For instance, under "The Royal Navy" are summarized the Admiralty Regulations for entry and training of Naval Cadets. There is an article on Educational endowments, dealing with education by insurance, in which the question "Save or Insure" is answered, and the problem of the loss of parent or guardian is discussed. There is sound advice on "The Medical Profession," "The Civil Service," &c. "Paton's List" will continue to occupy an honoured position on our shelves.

A Short History of Repton. By A. MACDONALD. (12s. 6d. net. Benn.)

This is the latest addition to the lengthening list of competent histories of our older schools. It is a fourth attempt at a history of Repton, and we imagine that it will be a very long time before any one tries to write a better one. It is somewhat the fashion to belittle Arnold's formerly exaggerated influence, but the historian of Repton would not make this mistake. For Dr. Pears, headmaster of Repton, 1854–1874, was a housemaster under Vaughan at Harrow, and Vaughan was a pupil of Arnold; and Dr. Pears, who admired Vaughan, made it his life work to transfuse the new spirit into Repton.

The Danish Folk School: its Influence in the Life of Denmark and the North. By OLIVE D. CAMPBELL. (8s. 6d. net. New York: Macmillan.)

America, like ourselves (only more so), has to solve the problem—how shall we keep an enlightened, progressive, and contented farming population on the land? And America, like ourselves is looking to Denmark for help. Direct imitation of another country's methods is seldom desirable, or even possible, but suggestion and adaptation are often both desirable and possible. Hence the value of such a study as that of Mrs. Campbell, who as Dr. Paul Munroe justly remarks in his foreword, sympathetically portrays the spirit of the Danish folk schools, and distinguishes the various types. Besides being full of matter, the book is interestingly written and attractively illustrated.

Before the Bluestockings. By ADA Wallas (Mrs. GRAHAM WALLAS). (8s. 6d. net. Allen and Unwin.)

The term blue-stocking has fallen into disuse for current purposes and has passed into history, although within living memory it was used, not without a spice of contempt, to denote "a female pedant." But the original blue-stockings—we refer to the English variety—were no pedants, for their services to English womanhood were as much social as intellectual. Before the so-called blue-stockings, who included women such as Mrs. Montague, Mrs. Carter, and Mrs. Vesey, and during the period between the Restoration and the year 1735 or thereabouts, we have a group of educated Englishwomen, such as Hannah Woolley, Mary Astell, and Elizabeth Elstob, who received no social recognition. It is upon this group that Mrs. Wallas's researches have been directed, with the results shown in this book, distinguished alike by its thoroughness and its interest. The book may be regarded as a special treatment of one phase of the history of women's education, and therefore as a companion volume to the general history written by Mrs. Gardiner and published a few months ago.

The Primary School Child, Age 7 to 11 Years: a Monographic Sketch. The Intermediate School Child, Age 11 to 15 Years: a Monographic Sketch. By V. RASMUSSEN. Translated by G. G. BERRY. (5s. net each. Copenhagen: Gyldendal. London: Brentano's.)

A Translation of the Foundation Grant of Oakham and Uppingham Schools, 1587. (5s. net. Constable.)

A First Book on Teaching. By NANCY CATTY. (5s. net. Methuen.)

ENGLISH, POETRY, AND DRAMA

Yorkshire in Prose and Verse: an Anthology. By G. F. WILSON. *Lanarkshire in Prose and Verse: an Anthology.* By H. QUIGLEY. *Derbyshire in Prose and Verse: an Anthology.* By T. MOULT. School Edition. (2s. 6d. net each. Mathews and Marrot.)

The project of a series of regional anthologies is a promising one, and should appeal both to schools and to grown-up readers. In the three volumes before us the idea is carried out with knowledge, skill and taste; and the result is a remarkable demonstration of the richness of the literature in prose and verse that is racy of the soil. In Yorkshire, for example, we begin with the verse of Michael Drayton, Andrew Marvell, and the "Lyke-Wake Dirge"; in prose with Leland, Camden, Evelyn and Defoe. Scott and Wordsworth, though from outside the county, both celebrate Yorkshire themes. The nineteenth century gives us the Brontë sisters and Ebenezer Elliott and some lovely descriptive passages from Ruskin. Contemporary poets include Mr. Binyon and Mr. Humbert Wolfe. No school library should be without the anthology of its own district.

Idiomatic English of the Present Day, in Practical Dialogue Form for the Use of Foreign Students. By B. T. KNIGHT SMITH. (2s. 6d. Dent.)

This "Idiomatic English" hits the happy mean between bookish English and the highly cryptic and allusive idiom of modern plays.

The Heart of Emerson's Journals. Edited by BLISS PERRY. Re-issue. (3s. 6d. net. Constable.)

A delightful Constable reprint. These selections from the ten volumes of the Journals make good reading, and they are enriched with a good index.

(1) *Pen-Portraits and Character Sketches.* Selected by A. E. M. BAYLISS. (2s. Harrap.)

(2) *Travellers' Tales and Sketches.* Edited by A. E. M. BAYLISS. (2s. Harrap.)

Both Mr. Bayliss's anthologies are excellent in their kind, and he wisely leaves comment for the most part to the teacher. The "Pen-Portraits" (1) have the advantage and the drawback of short extracts—the advantage that they can easily be grasped in a few minutes' concentrated study, the drawback that there is no continuity of interest maintained. They are excellent material for class-lessons in literature and composition, and the drawback just mentioned does not apply to the other volume (2), in which the selections, ranging from Lucian to Kingslake and Lord Dufferin, are all on an ampler scale.

Passages of Standard Prose. Spoken by W. RIPMAN, and Recorded for the International Educational Society by the Columbia Graphophone Co. Text and Phonetic Transcription. (1s. 6d. Dent.)

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The Conan Doyle Stories: The Ring and the Camp; Pirates and Blue Water; Terror and Mystery; Twilight and the Unseen; Adventure and Medical Life; Tales of Long Ago. By A. CONAN DOYLE. (7s. 6d. net. Murray.)

Great Essays of All Nations: Two Hundred and Twenty-nine Essays from all Periods and Countries. Edited by F. H. PRITCHARD. (8s. 6d. net. Harrap.)

The publication of "omnibus" volumes continues apace, and these two recent additions, like their predecessors, offer splendid value to the reader. At the price of one ordinary novel Mr. Murray has now issued a companion volume to the "Complete Sherlock Holmes Short Stories," containing all Conan Doyle's other stories previously published in six separate books. We unhesitatingly recommend this collection to all who love a good yarn. The stories are numerous and varied, and the happy possessor of this volume will spend many a pleasant hour in its perusal.

The essay perhaps more than any other form of literature is an expression of the personal views and sentiments of the author. Add to this the fact that it is also one of the earliest forms of expression, and we realize why such a volume as that published by Messrs. Harrap must be of permanent value and interest, containing as it does a collection of essays of all periods representing no fewer than twenty-six countries. The essays of each nation are grouped together in chronological order, and

(Continued on page 670)

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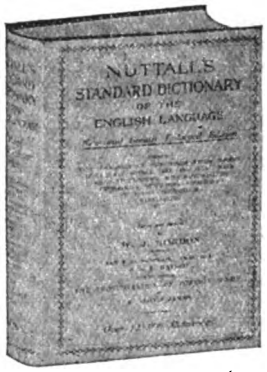

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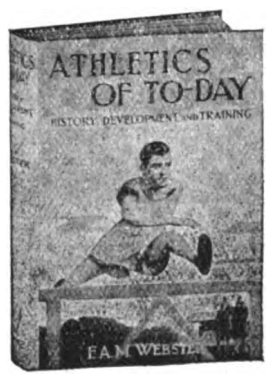

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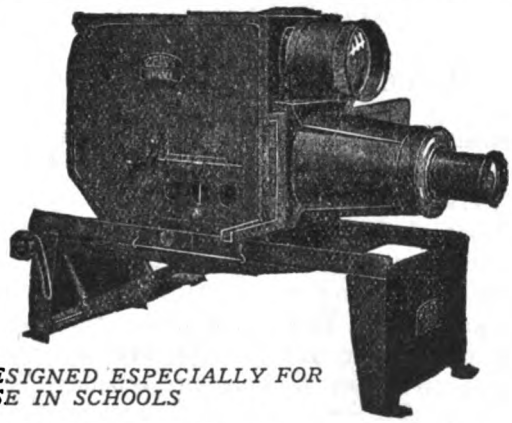

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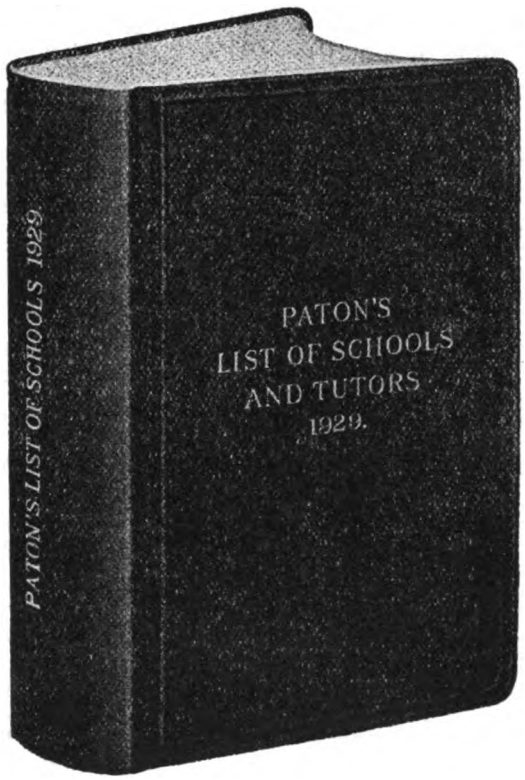

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Board of Education. *Educational Pamphlet No. 72 (Industry Series No 6). Trade and Domestic Training for Girls.* (3d. net. H.M.S.O.)

Education in Wales: Suggestions for the Consideration of Education Authorities and Teachers. (Memorandum No. 1.) (9d. net. Welsh Department, Board of Education.)

University of London. Westminster Hospital Medical School. *Prospectus, Calendar, and Directory.* Sessions, 1929–30.

Union of Lancashire and Cheshire Institutes. *Prospectus.* Session, 1929–30.

The Education Authorities (Scotland). *Grant Regulations,* 1929. *Statutory Rules and Orders.* (2d. net. H.M.S.O.)

Stages of School Life and the Primary School: being Parts 2 and 3 of the Report of the Commission on Education Appointed by the Bradford Independent Labour Party. (1s. I.L.P. Book Shop, 14 Great George Street, London, S.W. 1. Bradford I.L.P).

Classical Association. *Proceedings.* April, 1929 (Vol. XXVI). (Murray.)

In the article on "Predicting School Achievement," by D. W. Oates, which appeared in our August issue, reference was made to Downey's "The Will Temperament and its Testing," as published in New York, 1923. Readers will be glad to know that the book is also obtainable in this country from Messrs. G. Harrap and Co., Ltd., at the price of 7s. 6d. net.

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John Stewart of Rannoch Scholarship in Hebrew: A. C. Beever. **Exhibition in Natural Science:** W. G. Weeks (Christ's Hospital, Horsham). **Scholarship in Modern Languages:** J. P. Cowan (Haberdashers' Aske's Hatcham Boys' School).

ST. JOHN'S COLLEGE, CAMBRIDGE

Abbott Exhibition: E. A. Lane. **Wrenbury Scholarship (£100):** L. J. V. Shepherd. **Strathcona Studentships:** L. J. V. Shepherd, H. D. Westlake, L. Rosenhead, F. G. W. White. **Philip Baylis Studentship:** N. F. Mott. **MacMahon Law Studentships:** P. L. Bushe-Fox, E. J. Sadler. **Naden Divinity Studentships:** N. H. France. **Hutchinson Studentships:** N. F. Astbury, F. C. Champion. **Slater Studentship:** R. E. D. Clark. **Taylor Studentships:** H. P. W. Gatty, R. Somerville. **Foundation Scholarships:** J. A. Beavan, F. D. Coggan, G. E. Cooke, W. L. Elsworth, N. C. Lendon, D. Nobbs, B. O'Connor, A. H. Ormerod, T. E. Rodd, M. L. Rosenheim, E. E. Sharpe, F. W. Shepherd, A. D. Vickermann, B. Whipp. **Hoare Exhibition:** T. D. Morris. **Hughes Exhibition:** W. G. Weston. **Taylor Exhibition:** R. E. D. Clark. **Naden Exhibition:** E. C. Rowlands. **Major Scholarships:** W. W. Sawyer (Highgate School), for Mathematics; F. G. Smith (Owen's School, Islington), for Mathematics with Physics; E. A. Lane (St. John's School, Leatherhead), for Classics; J. St. J. Rootham (Tonbridge School), for Classics; F. S. Cash (Cotham Secondary School, Bristol), for Natural Sciences; G. Litherland (Altrincham County High School), for Natural Sciences; R. A. Buckingham (Gresham's School, Holt), for Natural Sciences; J. Weltman (Manchester Grammar School), for Modern Languages. **Minor Scholarships:** H. Scholfield (Stand Grammar School, Manchester), for Mathematics; G. S. Escritt (Hymer's College, Hull), for Mathematics; J. Lait (Marling School, Stroud), for Mathematics with Physics; T. L. Stoddard (Manchester Grammar School), for Classics; R. Smith (Leys School), for Classics; H. T. Laycock (St. Paul's School), for Natural Sciences; D. Carter (Bradford Grammar School), for History; H. C. Hudspith (Nottingham High School), for History. **Exhibitions:** A. M. C. Field (Tonbridge School), for Classics; R. F. Avery (Southend High School), for History; G. A. Batterbury (King's School, Canterbury), for History; S. W. Hobson (Royal Grammar School, Newcastle-on-Tyne), for Modern Languages; C. F. S. de Winton (Charterhouse), for Modern Languages; E. Marmorstein (St. Paul's School), for Hebrew; G. C. L. Bertram (Berkhamsted School), for Biology; H. E. Harbour (Aske's School, Hampstead), for Natural Sciences; S. D. D. Morris (Birkenhead School), for Natural Sciences; H. A. Murray (Aberdeen University), for Classics. **Sizarships:** W. N. Odell (Epsom College), for History; M. F. Prestwich (Elland Secondary School), for History; F. E. Vokes (King Edward VI School, Southampton), for Classics. **Close Exhibitions:** L. C. Sands (Pocklington School), R. W. Sillars (Pocklington School), T. M. Arnison (Sedbergh School), C. G. Shepherd (Grantham School), W. G. Walker (Cathedral School, Hereford), F. S. J. Hollick (Manchester Grammar School), N. N. Tett (Exeter School). **Choral Scholarship:** H. F. H. Benson (Leys School, Cambridge). **John Stewart of Rannoch Scholarship in Greek and Latin:** J. Megan.

TRINITY COLLEGE, CAMBRIDGE

Craven Scholarship of £80: F. A. Kendrick. **Porson Scholarship of £40:** A. J. Brayley. **Bell Exhibitions:** C. M. Harrison, B. B. Kinsey, and H. P. S. Matthews. **Baldwin Scholarship for promoting advanced study in Mathematics (value £80)** has been divided between R. E. A. C. Paley and L. C. Young. **Research Scholarships:** W. R. Andress, B.A., E. R. Briggs, B.A., L. H. Gray, B.A., W. K. C. Guthrie, B.A., J. C. P. Miller, B.A., R. E. A. C. Paley, B.A., and J. A. Todd, B.A. **The James Stuart Exhibition is awarded to E. Evans. Exhibition:** F. E. Hague (Woolwich County School), J. Haynes (Stratford Secondary School). **Research Studentship:** S. B. Chrimes (King's College, London). **Dominion and Colonial Exhibitions:** G. R. Cragg (Toronto University), S. A. G. Symons (Adelaide University). **John Stewart of Rannoch Scholarships in Greek and Latin:** J. Hensley and F. W. Allen.

UNIVERSITY COLLEGE, DURHAM

Open Mathematical Scholarship (£40 per annum for three years): W. Grason (Wheelwright Grammar School, Dewsbury).

UNIVERSITY OF EDINBURGH

Faculty of Arts: John Edward Baxter Scholarship in Classics: W. M'L. Dewar. Bruce of Grangehill and Falkland's Classical Scholarship: Elizabeth C. Andrew. Bruce of Grangehill and Falkland's Scholarship in Mental Philosophy: A. M. Fairweather. Vans Dunlop Scholarship in Philosophy and Moral Philosophy: D. W. Hay. Neil Arnott Scholarship in Experimental Physics: G. Reith. Vans Dunlop Scholarship in Natural Philosophy: H. Carmichael. Vans Dunlop Scholarship in English: H. H. Wood. Annabella Kirkpatrick Scholarship in History: G. E. Yates. Vans Dunlop Scholarship in German: Isabella M'Court. George Scott Travelling Scholarship: Jemima Garvie. Lanfine Bursary in Political Economy: W. Martin. Lanfine Bursary in German: Agnes H. Johnstone. Lanfine Bursary in Spanish-Italian: Catherine M. Barnfather and R. G. Dundas. Horsliehill Scott Third Year Bursary: D. S. Dunbar. Harrison Third Year Bursary: J. Drever. Newton Bursary in Natural Philosophy: W. Ross and Shiela Scott. Donald Fraser Bursary: F. R. Hemsworth and H. M'Leod. Faculty of Science: Gray Scholarship: G. B. Moorhouse. Vans Dunlop Scholarship in Botany: Margaret H. Smith. Vans Dunlop Scholarship in Chemistry: H. J. Walls. Vans Dunlop Scholarship in Agriculture: A. F. Anderson. Mackay Smith Scholarship in Chemistry: W. W. Smith. Trevelyan Scholarship in Engineering: G. H. Caldicott. Steven Scholarship in Agriculture: D. M. Bryant and J. A. Lindsay. Ettles Scholarship: J. Laurie. Murchison Memorial Scholarship in Clinical Medicine: I. G. W. Hill. The M'Cosh Graduate's and Medical Bursaries: R. M'K. Honey. Mouat Scholarship in the Practice of Physic: R. Harkness. Buchanan Scholarship in Midwifery and Gynaecology: J. Laurie. The James Scott Scholarship in Midwifery: E. L. Godfrey. Whiteside Bruce Bursary: A. Brown. Donaldson of Auchairne Bursary: G. G. Thomson (Grammar School, Wigan).

UNIVERSITY COLLEGE OF THE SOUTH-WEST OF ENGLAND (EXETER)

College Scholarships (£80 each): G. H. R. Broderick (Plymouth College) and C. E. Easterling (Hele's School, Exeter). **Free Studentships:** T. Pascoe (St. Austell County School) and Gladys Spear (Teignmouth Secondary School). **Ballard Scholarships (£85 each):** C. C. Newton and N. J. Smith (Sutton Secondary School, Plymouth). **Plymouth Post Office Scholarship (£75):** A. Merton (Devonport High School). **Thomas and Elizabeth Reardon Smith Scholarship (£75):** Mary Fulford (West Bank School, Bideford). **Glanely Scholarship (£75):** Frank Dyer (Bideford Grammar School). **Sir Francis Drake Scholarship (£70):** H. Colwill (Barnstaple Grammar Scholarship). **Andrew Simons Scholarship (£125):** D. J. Branscombe. **Mrs. Bessie Rook Travelling Scholarship (£100):** V. M. Harding. **Internal Scholarships:** P. G. Ellis (Free Tuition) W. C. G. Harris (£15), T. J. Hunt (£30), renewals. **Andrew Simons Scholarship (£45):** W. L. German. **Sir Richard Grenville Scholarship (£75):** W. E. Battrick. **Thomas and Elizabeth Hamlyn Scholarship (£75):** F. A. H. Molland. **Sir Charles Cottler (£70):** O. B. Westcott. **Sir Charles Cottler and V. F. Keeble (£70):** G. Turner. **Thomas Tatem Scholarship (£80):** M. G. Lucy. **A. C. Ballard Scholarship (£85):** H. Smitch. **C. V. Thomas Scholarship (£40 10s.):** A. W. Davis. **Dawlish Scholarship (£25):** H. G. B. Gilpin. **Devonshire War Memorial Scholarship (£25):** C. Harris. **College Open Scholarships:** R. S. Nicholls (£80), W. G. Hoskins (£40), A. E. Young (£30). **Research Scholarship (£40):** S. I. Tucker. **College Exhibitions (£25 each):** E. N Dodds and R. C. Hockey. **Internal Scholarships (£15 each):** F. Collins, C. R. Major, E. W. Hayman; **(£10 each):** S. R. Giddy, K. Spreadbury.

UNIVERSITY COLLEGE, HULL

Ferens Birthday Scholarship (£50): H. A. Mason (Christ's Hospital, Horsham). **Open Scholarship (£50) and Residential Bursary (£25):** R. A. Davis (Staveley Grammar School, Netherthorpe). **Open Scholarships (£50):** Nora Ennis (Newland High School, Hull), Margery D. Graves (Hull High School). James Downs

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Scholarship (£50): C. F. Mullin (Hymers College, Hull). **Residential Bursaries** (£20 each): Zillah M. Burchby (Girls' High School, Doncaster), Dorothy M. Kind (Girls' High School, Scarborough), Dorothy C. Q. Harris (Mill Mount Secondary School, York), Edith M. Brown (Girls' High School, Scarborough), H. Phillipson (Scunthorpe Secondary School). Residential Bursary (£15): Winifred M. Godfrey (Craven Street Secondary School, Hull).

UNIVERSITY COLLEGE, LEICESTER

Scholarships (£40 per annum for three years): Senior Scholar: Beatrice H. N. G. Geary (private study). Other Scholars: A. F. Adcock (Coalville Grammar School), A. J. Bourne (Market Bosworth Grammar School), E. Kathleen Hatherley (Newarke School, Leicester). Coy Scholarship (£25 for three years): O. J. H. Simpson (Hinckley Grammar School). Bursaries (£20 per annum for three years): P. F. Holt (Alderman Newton's School, Leicester), E. S. Morton (Wyggeston School, Leicester), H. A. Rees (Swansea Technical College and private study).

LIVERPOOL UNIVERSITY

Bartlett Engineering Scholarship: R. Ryder (Oulton School, Liverpool). Edward Rathbone Scholarship: R. Thynne (Oulton School, Liverpool). Christopher Bushel Scholarship: A. R. Higginson (Oulton School, Liverpool). Tate Science Scholarship: Ruth Rawlinson (Oulton School, Liverpool).

UNIVERSITY OF LONDON

The University Entrance Scholarship in Pathology (of the value of £100), open to students of the Universities of Oxford and Cambridge, has been awarded to Mr. J. F. Brock, of University College, Oxford. Exhibitions for journalism: Open Exhibition (£160): John Hinchcliffe. Yorkshire Exhibition (£160): Rowland Loftus Perks. Lancashire Exhibition (£200): George Forber Seddon. Cassel Travelling Scholarships (tenable for one year), on results of the B.Com. Examination: F. D. J. Druiff, R. F. Fowler, and R. C. Hider (London School of Economy). Stern Scholarship of £100: R. C. Sams (Wandsworth County School). University Exhibitions: Group I.: Miriam Chandler, (Sheffield Central Secondary School and Royal Holloway College). M. M. Romyaneck (Raine's Foundation School and East London College). Group II.: G. R. Lane (Leyton County High School and East London College). Additional Exhibition: I. H. Steinberg (Central Foundation School). Group III.: J. G. Baker (Christ's Hospital).

BEDFORD COLLEGE, LONDON

Entrance Scholarships: B. Watson and A. Bryning (Bedford High School). Clift-Courtauld Scholarship (Honorary): Betty Dunkley (Glendower School, S.W.). Clift-Courtauld Scholarship (£40 a year for three years): Irene Rose (County Secondary, Clapham). Reid Trustees' Scholarship (£60 a year for three years): Annie M. Buck (St. Albans High School). Pfeiffer Scholarship (£50 a year for three years): Annie Hills, Queen Anne Secondary School, York). Deccan Scholarship (Science—Undergraduate): V. E. Brickwell. Gilchrist Scholarship (Arts—Undergraduate): J. E. Lawson. F. M. W. Scholarship (Medicine—Undergraduate): B. M. Zeal. Amy Lady Tate Scholarship (Arts—Post-graduate, Research Work): M. E. M. Hamilton, B.A. (Lond).

BIRKBECK COLLEGE, LONDON

Aaron Sims Studentship (£150): S. D. Screech. Aaron Sims Exhibition (£50 each): Amy F. Church and Alice E. Eastlake. Research Studentships (£100 each): N. H. Howes and Dorothy I. Clements. Library Studentships (£50 each): Enid A. Dickie and Kathleen G. Stocker. Special Studentship (£50): H. C. Hall.

CITY AND GUILDS COLLEGE, LONDON

Scholarship in Engineering: J. R. Harrison (Christ's Hospital, Horsham).

EAST LONDON COLLEGE

Drapers' Company Science Scholarships (£80 a year for three years): R. W. Piper (Central Foundation School), H. I. Steinberg (Central Foundation School), and Hilda E. Carpenter (Hendon County School). Drapers' Company Arts Scholarships (£80 a year for three years): R. H. Sace (Ipswich Municipal Secondary School) and Muriel C. Godfrey (Camden Girls' School). Drapers' Company Science Exhibitions (£30 a year for three years): H. L. Garfath (Whitgift Middle School) and Vera K. Riminton (Wallington County School). Drapers' Company Arts Exhibitions (£30 a year for three years): E. Betterton (Tottenham County School) and Ellen E. Munt (Tottenham County School).

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE, LONDON

Faraday Scholarship (50 guineas per annum, tenable for two years in College and one year in Works): J. Rosenkrantz (Central Foundation School, London). **Maxwell Scholarship** (50 guineas per annum, tenable for one year in College and one year in Works): H. T. Harsfield (Erith County School). **Exhibitions** (40 guineas per annum, tenable for one year in College and one year in Works): J. Ruston (Borden Grammar School, Sittingbourne), J. Salomovitch (Central Foundation School, London). **Exhibitions** (30 guineas per annum, tenable for one year in College and one year in Works): P. G. Chick (King Edward VI School, Norwich), A. M. Midgley (University College School).

GUY'S HOSPITAL DENTAL SCHOOL, LONDON

War Memorial Scholarships in Arts (£40 per annum for four years): Divided between D. H. T. M. Robertson-Ritchie (Wyggeston Grammar School for Boys, Leicester) and H. C. Davies (Bishop's Stortford College). **Entrance Scholarship in Science** (£40 per annum for not more than four years): Divided between E. S. Venning (Wycliffe College, Stonehouse, Gloucestershire) and C. I. Hagger (Alleyn's School, Dulwich).

GUY'S HOSPITAL MEDICAL SCHOOL, LONDON

Arts Scholarship: F. Taylor (Christ's Hospital, Horsham). **Open Entrance Scholarship**: G. B. Hunter (Leys School, Cambridge). **Entrance Scholarship in Science** (£100): D. J. Clarke (Reigate Grammar School). **Confined Scholarship in Science** (£100): S. H. Wass (Preliminary Science Classes, Guy's Hospital Medical School).

KING'S COLLEGE, LONDON

Sambrooke Scholarship in Arts (£30 a year for three years): L. R. Harris (Reading School). **Sambrooke Scholarship in Natural Science** (£40 a year for three years): R. Ashton (Lewis's School, Pengam, Cardiff). **Sambrooke Scholarship in Engineering** (£40 a year for three years): B. R. Martin (Windsor County School). **Founders' Company's Scholarship in Engineering** (£40 a year for three years): H. T. Horsfield (Erith County School). **Laws Entrance Scholarship** (£30 a year for three years): F. G. Hoyle (Owen's School, Islington). **Warneford Medical Scholarships** (£30 a year for four years): D. J. Gilbert (Harvey Grammar School, Folkestone), E. I. Jones (Regent Street Polytechnic), and P. Grugeon (Dulwich College). **Sambrooke Scholarship in Medical Science** (£30 a year for three years): S. G. Clayton, Kingswood School, Bath.

KING'S COLLEGE HOSPITAL MEDICAL SCHOOL, LONDON

Scholarship in Science (£50): S. O. Aylett (Highgate School).

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE, LONDON

Major College Scholarship of £80 per annum for three years: Miss U. M. Lane (Lincoln High School for Girls). **Minor College Scholarship** of £40 per annum for three years: Miss R. Fyleman (Wallington County School for Girls).

LONDON HOSPITAL MEDICAL COLLEGE AND DENTAL SCHOOL

Price Scholarship in Science (£100), and **Science Scholarship** (£50): Divided equally between H. Caplin (Raine's Foundation School) and R. Solley (Hackney Downs School).

LONDON (ROYAL FREE HOSPITAL) SCHOOL OF MEDICINE FOR WOMEN

St. Dunstan's Medical Exhibition: M. I. McHaffie (Streatham County Secondary School). **Mrs. George M. Smith Scholarship**: B. Clark (Mary Datchelor's School, Camberwell). **Isabel Thorne Scholarship**: J. M. Cass (Blackheath High School). **Dr. Margaret Todd Scholarship**: Q. I. May (L.S.M.W.). **Special Dr. Margaret Todd Scholarships**: B. D. Corner, B. Wileman (L.S.M.W.). **Sarah Holborn Scholarships** (two): D. Leachman (St. Mary's Hall, Brighton) and M. A. Powys (St. Margaret's School, Bushey). **Alfred Langton Scholarship**: J. M. Done (L.S.M.W.). **Ellen Walker Bursary**: M. E. Gould (L.S.M.W.). **Flora May Bursary**: O. N. Grant (L.S.M.W.). **Special Flora Murray Bursary**: P. Farncombe (L.S.M.W.). **Mabel Sharman Crawford Scholarship**: E. J. Browne (L.S.M.W.). **Helen Prideaux Scholarship**: M. Fraser. **Dr. Edith Pechey Phipson Post-Graduate Scholarship**: N. R. Mucadam.

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Scholarship in Arts (£40 a year for three years): R. B. Bradford (County High School, Ilford). **Scholarship in Economics** (£40 a year for three years): S. Goldman (Raine's Foundation School, E. 1.). **Scholarship in Economics** (£40 a year for three years): E. O. Gothsch (Owen's School, Islington). **Bursaries**: Margaret Dunstone (Paddington High School), Barbara Elcome (Twickenham County School), and B. S. Roberson (Strand School, Brixton).

QUEEN'S COLLEGE, LONDON

Plumptre Scholarship: Miss M. Tolhurst. **Arnott Scholarship**: Miss N. MacLeod. **Maurice Scholarship**: Miss R. Monks. **Professors' Senior Scholarship**: Miss J. Samuel. **Professors' Junior Scholarship**: Miss P. Flatau.

ROYAL COLLEGE OF SCIENCE, LONDON

Entrance Scholarship in Physics (£65 per annum for two years): Aileen Prior (County Secondary School, Streatham).

ROYAL HOLLOWAY COLLEGE, LONDON

Scholarship of £80 for three years: Mathematics: Miss K. S. Critchley (Queen Elizabeth's Grammar School for Girls, Mansfield). **Scholarships of £60 for three years**: Science: Miss H. Bromby (Newland High School, Hull). English: Miss E. M. Knight (Brentwood County High School). Classics: Miss M. Lester (Wyggeston Grammar School for Girls, Leicester). History: Miss M. G. Perfect (King Edward's Grammar School for Girls, Handsworth). French: Miss S. C. M. Rasmussen (Godolphin and Latymer Girls' School, Hammersmith). German: Miss C. H. R. Shackleton (St. Mary's Hall, Brighton). Science: Miss D. E. W. Whittlesey (King Edward's High School for Girls, Birmingham). **Scholarship of £40 for three years**: Science: Miss K. G. Hindle (Accrington Grammar School). **Exhibitions of £30 for three years**: French with credit for Latin: Miss M. A. Hopkinson (Wolverhampton High School). History: Miss A. D. Millard (Bournemouth High School). Science: Miss H. E. Short (Colston's Girls' School, Bristol). A Scholarship of £60 a year for three years has also been awarded, on the nomination of Canterbury College, Christchurch, New Zealand, to Miss M. H. Cotterill. **Entrance Scholarship in Mathematics**: O. Newman (Bedford High School).

UNIVERSITY COLLEGE, LONDON

Andrews Entrance Scholarships: Classics: R. H. Squires (City of London School). Arts: R. R. Goodison (Finchley County School). **Campbell Clarke Entrance Scholarship**: English Language and Literature: Dorothy F. Ancell (Tiffin's Girls' School). **Rosa Morison Entrance Scholarship**: English Language and Literature: S. C. G. Bach (Pocklington School, Yorks). **St. Pancras Entrance Scholarship**: L. A. Creedy (William Ellis School). **West Entrance Scholarship**: English and English History: Hannah M. McSwiney (Tottenham County School). **Catherine Maude Pearce Scholarship**: Daisy Hughes. **Hollier Scholarship**: Greek: M. J. M. Wagner. **Maiden Medal and Scholarship** (for most distinguished Second-Year Student in Greek): E. G. Smith. **Hollier Scholarships**: Hebrew: J. Fishman and L. Zacks. **Rosa Morison Scholarships** (for Women Students): English: Kathleen M. Bradbury and Margaret Dowling. **John Oliver Hobbes Memorial Scholarship**: J. N. Britton. **Fielden Research Scholarship**: German: Clare R. Pollak. **Eleanor Grove Scholarships** (for Women Students): Greta A. Black and Barbara G. Paddon. **Sir William Meyer Studentship**: History: K. N. V. Sastri. **John Stuart Mill Scholarship**: Philosophy and Psychology: Ruth T. Wolf. **Faculty of Medical Sciences**: Entrance Scholarship: J. C. Thomas (Christ's Hospital, Horsham). **Bayliss-Starling Memorial Scholarship in Physiology**: F. G. Young. **Andrews Scholarship in Science** (£40 a year for three years): C. H. Cousins (Eltham College). **Proxime accesit**: J. F. Danielli (Wembley County), **Bursary of £15 a year for three years, tenable in the Faculty of Science. Goldsmid Scholarship in Science** (£40 a year for three years): F. J. D. Thomas (St. Olave's Grammar School). **Proxime accessit**: R. G. Brightmore (The City School, Lincoln), **Bursary of £30 a year for three years. Goldsmid Scholarship in Engineering** (£40 a year for three years): E. A. S. Simonis (University College School). **Rosa Morison Scholarship in Classics** (£40 a year for three years): S. C. G. Bach (Pocklington School, Yorks). **West Scholarship in English and English History** (£30 for one year): Hannah M. McSwiney (Tottenham County School). **Campbell Clarke Scholarship in English Language and Literature** (£45 a year for three years): Dorothy F. Ancell (Tiffin's Girls' School). **Scholarship in Laws** (£20 a year for three years): Mabel Dexter (Wrexham County). **St. Pancras Scholarship** (exemption from college composition fees for three years): L. A. Creedy (William Ellis School). **Medical Scholarship** (£30 a year for three years): J. C. Thomas (Christ's Hospital, Horsham). **Bucknill Scholarship** (160 guineas): K. C. Eden (Devizes Secondary School). **First Exhibition** (55 guineas): A. G. Hounslow (Polytechnic School, Regent Street). **Bursary** (£25 a year for two years): I. Doniach (Haberdashers' Aske's Hampstead School). **Medical Scholarship** (£30 a year for three years): J. C. Thomas, Christ's Hospital, Horsham). **Slade School of Fine Art**: Trevelyan Goodall Entrance Scholarship, tenable in the Slade School and in the Bartlett School of Architecture: S. Gilbert (University College School). **Robert Ross Scholarship**: d' A. Boxall and C. M. Rogers (equal). **Slade Scholarships**: Finetta M. Brandreth, Phyllis M. Bray, Veronica Burleigh, T. A. Devas, Ruth I. Salaman. **Bartlett School of Architecture**: Entrance Exhibitions: J. E. A. Brownrigg (Charterhouse School), C. A. Crockett (Hackney Downs Grocers' Company's School), and L. T. Wilkins (Merchant Taylors' School). **School of Librarianship**: Entrance Exhibition: Gwendoline P. P. Knowles (Maidstone Girls' Grammar School). **Proxime accessit**: Free Place: Nene M. Shrigley (St. Paul's Girls' School). **Faculty of Laws**: Entrance Scholarship: Mabel Dexter (Wrexham County School). **Joseph Hume Scholarship**: E. Jenkins. **Jews' Commemoration Scholarship**: K. C. Eden. **Quain Studentship in Biology**: Ruby E. Dowling. **Jessel Studentship**: Pure Mathematics: G. Bosson. **Mayer de Rothschild Scholarship**: R. C. Knight. **Ellen Watson Memorial Scholarship**: Applied Mathematics: T. E. Garstang. **Tuffnell Scholarship**: Chemistry: G. Discombe. **Bayliss-Starling Memorial Scholarship in Physiology**: F. G. Young. **Jews' Commemoration Scholarship (Additional)**: R. Russell. **Ricardo Scholarship in Economics** (£150): E. F. M. Durbin.

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WESTFIELD COLLEGE, LONDON

Exhibition: Doris E. Ward (City of Worcester Secondary School for Girls).

UNIVERSITY OF MANCHESTER

John Russell Scholarship for Medicine: Margaret Williams (Withington Girls' School, Manchester). Kathleen Romilly Scholarship: Rowence Ferguson (Secondary School for Girls, Barrow-in-Furness). Open Mathematical Scholarship (£25 per annum for three years): M. Tolson (Wheelwright Grammar School, Dewsbury). Open Entrance Scholarship in Natural Science: A. J. McCall (Grammar School, Wigan). Entrance Scholarship (£50 per annum for three years): Ruth E. Johnston (Verdin County School, Winsford, Cheshire). Jones Open Scholarship in History: Elsie Farrar (Sowerby Bridge Secondary School). Exhibition at Hulme Hall: R. Mallinson (Sowerby Bridge Secondary School).

UNIVERSITY COLLEGE, NOTTINGHAM

Open Studentship: J. Dallimore (St. Brandon's, Bristol). Studentship (£31 10s. per annum): Barbara Chamberlain (Northampton School for Girls). College Scholarship (£25 per annum): Mary Sanders (Northampton School for Girls). College Scholarship (£15 per annum): Marjorie Knight (Northampton School for Girls).

UNIVERSITY OF OXFORD

Justinian Bracegirdle Exhibition (£50 a year) in Physical Science: B. W. Bryant (Royal Grammar School, Colchester). Squire Scholarships: H. T. Wisdom (Dulwich College), B. M. Richards (Exeter College), F. R. Arnott (Ipswich School).

BALLIOL COLLEGE, OXFORD

Theodore Williams Scholarship in Human Anatomy: A. H. Hunt.

BRASENOSE COLLEGE, OXFORD

Exhibition in Classics: P. G. E. Wyatt (Christ's Hospital, Horsham). Exhibition in Natural Science: D. C. V. Roberts (Christ's Hospital, Horsham). Open Scholarships: E. W. Parsons (King's School, Worcester), for Classics; C. M. D. Peters (Shrewsbury), for Classics; B. T. Cariss (King Edward's School, Birmingham), for History; A. F. Walker (Watford Grammar School), for Mathematics. Junior Hulme Scholarships: S. Cashdan (Liverpool Institute), for Classics; J. C. Morgan (Malvern), for Classics. Somerset Thornhill Scholarships: P. G. H. Garton (Hereford Cathedral School), for Classics; R. Whitehead (Manchester Grammar School), for Mathematics. Somerset Iver Scholarships: N. W. Sabine (Manchester), for Classics. Hulme Exhibitions: W. E. Bruce (Bishop's Stortford College), for Classics; K. J. Attwell (Royal Grammar School, Worcester), for History. Junior Hulme Scholarship: R. J. Mitchell (Brockley Grammar School), for Natural Science. Hulme Exhibition: A. C. Grey (Wellington), for Natural Science.

CHRIST CHURCH, OXFORD

Natural Science Scholarship: A. T. Horton (Haberdashers' Aske's Hatcham Boys' School).

EXETER COLLEGE, OXFORD

Exhibition in Chemistry: W. W. Cox (Kingswood School, Bath). Open Exhibition in Classics: N. A. Taylor (Leeds Grammar School). King Charles I Scholarship: J. A. Fearon (Victoria College, Jersey). Open Major Scholarship in History: W. A. P. Waddington (Grammar School, Wigan).

HERTFORD COLLEGE, OXFORD

Open Scholarship in Mathematics (£100 per annum): V. I. Todhunter (Palmer's School, Grays, Essex). Scholarship in Classics: E. J. Shepherd (Christ's Hospital, Horsham).

KEBLE COLLEGE, OXFORD

Scholarship in Classics: L. E. Robinson (Christ's Hospital, Horsham). Open Science Scholarship (£100): E. H. Williams (Berkhamsted School).

LADY MARGARET HALL, OXFORD

Susette Taylor Fellowship for Research Abroad: Miss V. B. Evans (University of Wales). John Edwin Cooney Senior Scholarship: Miss R. Palten (Trinity College, Dublin). Hall Senior Scholarship: Miss A. Sessely (University of Berne). Open Scholarship: Emily Chant (Stratford Secondary School).

LINCOLN COLLEGE, OXFORD

Scholarship in Classics: G. Richardson (Christ's Hospital, Horsham). Open History Scholarship: H. B. Wilson (Leighton Park School, Reading).

MAGDALEN COLLEGE, OXFORD

George Doncaster Scholarship in Italian: J. W. Roberts (Rhondda County School). William Doncaster Scholarship in French: L. K. Parlo (Newport High School, Mon.). Senior Demyship: R. Knight (Stratford Secondary School) Open Mathematical Demyship (£100 per annum for four years): E. W. Walker (Wheelwright Grammar School, Dewsbury).

MERTON COLLEGE, OXFORD

Scholarship in History: M. F. Easton (Christ's Hospital, Horsham). Open Postmastership for Classics: H. C. Greene (Berkhamsted School).

NEW COLLEGE, OXFORD

George Webb Medley Senior Scholarship in Political Economy: E. F. M. Durbin.

NON-COLLEGIATE, OXFORD

Shute Scholarship for English Literature: J. C. Corby (Palmer's Endowed School, Grays). Shute Exhibition for Classics: S. R. Willington (Queen Mary School, Walsall). Exhibition for English Literature: D. Davis (Municipal Secondary School, Newport, Mon.). Exhibition for Chemistry: J. W. Clifton (Collyer's School, Horsham).

ORIEL COLLEGE, OXFORD

History Scholarship: D. A. R. Keen (Haberdashers' Aske's Hatcham Boys' School).

PEMBROKE COLLEGE, OXFORD

Cleobury Scholarship for Classics: G. F. de Sausmarez (Christ's Hospital). Hull Scholarship for Classics: L. F. Malone (Felsted School). Gordon Warter Scholarship for Classics: J. E. K. Esdaile (Lancing College). Theodore Williams Scholarship for Medicine: K. B. Dawson (Leeds Grammar School). Foundation Scholarship for Modern History: F. H. Goldsmith (Sloane School, Chelsea). Abingdon Scholarship for Modern History: M. Ogle (Roysses School, Abingdon). Bishop Morley Scholarship: D. H. Rowland (Victoria College, Jersey).

QUEEN'S COLLEGE, OXFORD

Thanet Exhibition: G. H. Walker (Appleby Grammar School). Thomas Exhibition: J. C. G. Sugden (St. Bees School). Berry Exhibition: B. A. Rankilor (Bolton School). Herbert Young Scholarship in Mathematics: E. L. Dunnett (St. Paul's School). Foundation Scholarship in Mathematics: W. B. Thompson (Oundle School). Open History Exhibition: J. D. Wood (Leighton Park School, Reading).

SOCIETY OF OXFORD HOME STUDENTS, OXFORD

Craven Fellowship, tenable for two years: Mary I. Munro. Entrance Scholarships: English: J. S. Constable (The Cliff School, Eastbourne). Ethel Simon Scholarship: English: A. T. Trowbridge (St. George's School, Harpenden). History: J. M. Wetson (Girls' High School, Gloucester). Exhibition tenable at St. Frideswide's, Cherwell Edge, Oxford: Classics: E. Swinburne (H. C. J. Convent, Cavendish Square, London, and Clapham High School). W. M. L. Goodwin (Ashford High School) reached Exhibition Standard in French. Entrance Scholarship: Miss M. Mathieson (Queen's College, London).

SOMERVILLE COLLEGE, OXFORD

Henry Francis Pelham Studentship: Diana Lucas. Senior Scholarship: Drusilla Lindsay (Headington School for Girls, Oxford). Scholarship in History (Modern Languages): R. S. M. Hughes (Liverpool College).

ST. EDMUND HALL, OXFORD

Exhibition in Classics: A. V. Guest (Liverpool College). Exhibition in Modern History: G. Fisher (Cardiff High School). Open History Exhibition: G. S. Bessey (Heath School, Halifax). Exhibition in Classics: N. A. H. Lawrance (Christ's Hospital, Horsham).

ST. HILDA'S COLLEGE, OXFORD

Entrance Scholarships: Miss A. Sankey (Queen's College, London), P. Jarratt (Bedford High School). Scholarships: History: E. I. Gilpin (King Edward VI High School, Birmingham). Gilchrist Scholarship: English: F. Meaden (Chiswick County School for Girls). Exhibitions: Richardson-Evans Exhibition: History: D. Collins (Holly Lodge High School, Smethwick). English: E. M. Booth (Craven Street Secondary School, Hull). Science: M. D. Webb (Croydon High School for Girls). English: M. S. Peel (Downe House, Newbury). Mathematics: M. L. Bennett (The King's High School for Girls, Warwick). History: H. M. Smallwood (King Edward VI High School, Birmingham).

ST. HUGH'S COLLEGE, OXFORD

Entrance Exhibition for French: P. Talbot (High School, G.P.O.S.T., Lansdown, Bath). Gilchrist Scholarship for Classics: Sylvia Hingley (Wycombe Abbey School, Bucks).

TRINITY COLLEGE, OXFORD

Senior Open Scholarship in Science: S. Bairstow (Heath School, Halifax).

UNIVERSITY COLLEGE, OXFORD

Radcliffe Scholarship in Pharmacology: J. R. Braybrooks (New College) and G. S. Grist (Pembroke College).

WADHAM COLLEGE, OXFORD

Woodward of Dean Forest Scholarship of Music: J. W. Charles (Cheltenham College). Open Major Scholarship in Natural Science: A. J. Mears (Grammar School, Wigan).

UNIVERSITY OF READING

Major Open Scholarships (£50 per annum and remission of tuition fees): Arts: Denis C. T. Sullivan (Hampton-on-Thames Grammar School); Science: Kathleen M. Jackson (City of London Girls' School); Agriculture: Frederick W. Williams (Latymer Upper School, Hammersmith). Wantage Scholarships (£80 per annum): Arts: Kenneth K. Balfour (Moseley Secondary School, Birmingham); Science: Kenneth T. B. Scott (High Wycombe Royal Grammar School). A St. Andrew's Hall Scholarship (£60 per annum): Horticulture: Catherine L. Jary (Fakenham Secondary School). The S. B. Stevens Scholarship (£30 per annum and remission of tuition fees): Agriculture: Kenneth C. Vear (Christ's Hospital, Horsham). A Minor Open Scholarship (remission of tuition fees): Arts: Zillah M. Moody (Tottenham Girls' High School).

UNIVERSITY OF SHEFFIELD

Earnshaw Scholarship: B. Sharp (King Edward VII School, Sheffield). Edgar Allen "A" Scholarships: Joyce Smith (City of Worcester Secondary School for Girls), T. Lodge (Central Secondary School for Boys, Sheffield), and H. T. H. Wilson (Rossall School). Edgar Allen "B" Scholarships: Three Scholarships divided equally among the following: G. E. Ellam (Firth Park Secondary School, Sheffield), S. Astin (Hebden Bridge United District Secondary School), W. L. Presswood (Woodhouse Secondary School, Sheffield), and T. Wright (Central Secondary School for Boys, Sheffield). Ezra Hounsfield Linley Scholarships: W. Phillips (Central Secondary School for Boys, Sheffield), A. B. Madin (The Grammar School, Staveley). Town Trustees' Scholarships (subject to approval of Town Trustees): J. F. Bendle (King Edward VII School, Sheffield), Joyce R. Abey (Pupil Teacher Centre, Sheffield), C. R. Barwell (Central Secondary School for Boys, Sheffield), A. Saunderson (Central Secondary School for Boys, Sheffield). Medical Scholarship: F. A. Sherburn (The Grammar School, Barnsley). Firth Scholarship: R. A. Davies (The Grammar School, Staveley). Corporation Scholarship: R. H. Graveson (King Edward VII School, Sheffield). Robert Styring Undergraduate Scholarship: R. T. Gaunt (King Edward VII School, Sheffield). Technical Scholarship: A. E. Bown (Firth Park Secondary School, Sheffield). Technical Studentships: M. J. Donovan (Firth Park Secondary School, Sheffield), and W. M. Scott (King Edward VII School, Sheffield). Ezra Hounsfield Linley Postgraduate Scholarship: C. H. Perrott, B.Sc. Robert Styring Postgraduate Scholarships: L. Burdekin, B.Sc. (renewed for second year), G. N. Critchley, M.Sc. (second year), J. J. Darley, B.Sc., J. Diamond, M.Sc. (second year), R. Goodacre, B.Sc. (third year), H. Hirst, B. S. Smith, M.Met., F. L. Tingle, B.Met. Mechanics' Institute Scholarship: A. N. Mosses, M.Sc. Frederick Clifford Scholarship: S. Charlesworth, M.A. (second year). Cutlers' Company Scholarship (subject to approval): D. W. K. Barker, B.Sc.

UNIVERSITY COLLEGE, SOUTHAMPTON

Scholarship in Classics: F. M. White (Christ's Hospital, Horsham).

UNIVERSITY OF ST. ANDREWS

A Berry Scholarship of £160 for two years: C. C. Cunningham, of Dundee. Harkness Residential Entrance Scholarships (£100 a year, tenable for three or four years) in the United College: J. B. Kitchen (Kent College, Canterbury), G. McMillan (Leeds Grammar School, Leeds), E. Melville (Queen's Park School, Glasgow), R. L. Scott (Daniel Stewart's College, Edinburgh), J. W. Sutherland (Wick High School, Wick), W. B. Thom (Forfar Academy, Forfar). Patrick Hamilton Residential Entrance Scholarship (£80, tenable for three or four years): J. W. Barty (Fettes College, Edinburgh).

UNIVERSITY COLLEGE OF NORTH WALES

Gladstone Memorial Scholarship (£100): S. E. Lewis (renewed for second year). Robert Roberts Scholarship (£80): A. H. Williams. Scholarships of £75 each (Isaac Roberts and Owen Pritchard): H. Evans and J. Iball. Owen Pritchard Scholarship (£50): R. E. Roberts. Robert Roberts Scholarship (£50): J. E. Hampson. Osborne Morgan Studentships (£43 10s. each): B. J. Roberts, J. Rogers, E. Williams. Robert Roberts Scholarship (£43 10s.): R. I. Parry. Sir A. L. Jones Scholarship (£37 10s.): I. Jones. Robert Roberts Exhibitions (£20 each) for B.D. course: R. H. Hughes and G. Owen. John Hughes Exhibition of £15 renewed and raised to £30: G. I. Dean. Robert Roberts Exhibition of £10 renewed and raised to £30: E. Jenkins. Owen Pritchard Exhibition of £20 renewed and raised to £30: H. G. Jones. Eyton Williams Award of £5 renewed and raised to Exhibition of £15: Margaret M. P. Roberts. Eyton Williams Exhibition of £15 continued and raised to £20: G. Hesselgreaves. John Hughes Award of £5 continued and raised to Exhibition of £15: B. F. Brown. College Exhibition of £10 continued and raised to £20: M. Williams. Eyton Williams

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Exhibitions of £10: D. Douglas, Ella Ellis. John Hughes Exhibition of £10: E. E. Williams. John Hughes Award of £5: G. Jones. Eyton Williams Exhibitions (£20): Ruby Brook, Ethel Evans. John Hughes Exhibition (£20): R. H. Francis. Eyton Williams Exhibition (£15): S. Hughes. Richard Hughes Exhibitions (£15): A. Jones, J. Owen. John Hughes Exhibition (£15): A. O. Morris. Owen Pritchard Exhibitions (£15): L. Pickup, H. R. P. Ralphs. Robert Roberts Exhibition (£15): G. T. Rees. Owen Pritchard Exhibitions (£10): J. T. Parry, C. Roberts. College Exhibition (£10): Marian W. P. Roberts. John Hughes Exhibition (£20): E. M. Francis. Robert Roberts Exhibitions (£10): J. E. Davies, D. H. Lloyd, P. R. Thomas. Owen Pritchard Exhibitions (£10): I. Jones, J. E. Jones.

UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE

Craddock Wells' Exhibition (£20 per annum and remission of fees): Evelyn C. Demmery (Municipal Secondary School for Girls, Cardiff). The City of Cardiff Arts Scholarship: H. J. Bartlett (Monkton House School, Cardiff).

2. SCHOOLS

ALDENHAM SCHOOL

Recommended for Scholarships: Smith Scholar: H. E. Davies (Mr. Mariette St. Alban's, Lyme Regis). Platt Scholars: P. C. Mattinson (Mr. Hayman, Winchester House, Brackley), I. M. Risdon (Mr. Chubb, Holland House, Hove), A. K. Maclean, A. R. D. Martin, and P. R. W. Tidmarsh (Aldenham School), G. H. Wells (The Abbey, Beckenham).

ARDINGLY COLLEGE

Scholarships: G. H. W. Woolley (Shoreham Grammar School), £40; D. S. Whineray (Clare Park, Farnham), £40; H. V. Greenfield (Ardingly College), £30; A. S. R. Ferguson (Cliff School, Shanklin, I. of W.), £20; M. Holland (Ardingly College), £20.

ASHVILLE COLLEGE, HARROGATE

Duckworth Scholarship: H. Limb. Governors' Scholarships (£30 per annum): F. Baron, J. Mellor, E. V. Davies.

BARNARD CASTLE SCHOOL

Founders' Scholarships: T. Richardson and P. Calvert.

BATTERSEA POLYTECHNIC

Edwin Tate Scholarship (£30 a year for three years): J. B. Gay. Edwin Tate Scholarship (£20 a year for three years): R. H. Jupp. May Edward Tate Scholarship (£30 a year for three years): Alison M. Bothwell. Holl Scholarship (£20 a year for three years): T. L. Stephens. Morgan Scholarship (£30 a year for two years): J. T. Proud.

BERKHAMSTED SCHOOL

Entrance Scholarships (£60 a year for four years): R. Clarke (Sitdon House, Berkhamsted; (£80 a year for four years): H. F. Lunn (Gate House School, Kingston Hill).

BISHOP'S STORTFORD COLLEGE

Scholarships (£50): W. J. Littlewood (Bishop's Stortford College Preparatory School); (£40): R. S. Beedell (Mr. E. F. Stokes, St. Dunstan's, Burnham-on-Sea, Somerset). Exhibition (£15): H. Scott (Bishop's Stortford College Preparatory School). Hallet Stewart Scholarship (£50 per annum): G. C. Rae (Mr. T. Arnold, Unthank College, Norwich).

BLOXHAM SCHOOL

Scholarships: D. Moor Allen (Temple Grove, Eastbourne), £40; P. Corbishley (The Preparatory School, Coventry), £30; M. J. K. Stark (Bloxham), £20.

BLUNDELL'S SCHOOL

Recommended for Entrance Exhibitions of £30 per annum): R. G. Bird (Cathedral School, Truro), H. T. Calvert (Lynchmere School, Eastbourne), P. A. M. Heald (St. Dunstan's, Burnham-on-Sea), G. M. R. Pearson (Yeovil School, Somerset). No Candidate reached Scholarship standard.

BRADFIELD COLLEGE

Foundation Scholarships of £100: J. M. C. James (Mr. H. N. Layton, The Manor House, Horsham), R. P. Wright (Mr. G. H. Philbrick, Clare House, Beckenham, and Bradfield College), I. R. D. Mathewson (Mr. H. F. R. Rawson, The Grange, Cockfosters). Exhibition of £50 (for the son of an officer in the Army or Navy): A. G. Tasker (Mr. F. G. Turner, Tormore School, Upper Deal). Exhibitions of £50: C. M. de L. Byrde (Mr. G. E. Wollen, Etonhurst, Weston-super-Mare), M. H. P. Ward (Mr. C. Kingdon, St. George's, North Foreland), R. P. M. Miles (Mr. L. G. Hills, Cliff House School, Southbourne), F. H. P. Barber (Mr. G. S. Leach, The Wick, Hove, and Bradfield College).

BRIGHTON COLLEGE

Hervey Scholarships (£81): C. O. Jenkin-Jones (Mr. C. W. Perfect, Southdown School, Seaford), E. Goddard (Messrs. Arnold and Gaussen, Brighton College Preparatory School). Gill Memorial Scholarship (£81): K. R. Bloomer (Mr. H. H. Gairdner, Tibberton Court, Gloucester). Gill Memorial Scholarship (£60): E. B. Mulholland (Mr. Stott, Seabrook Lodge, Hythe). Long Scholarship (£60): F. W. M. Nichols (Messrs. Arnold and Gaussen, Brighton College Preparatory School). Foundation Scholarship (£60): R. Scott (Mr. T. S. Wheildon Brown, Terra Nova, Birkdale, Lancashire). Exhibitions (£45): D. V. Arnold (Mr. S. M. H. Pearce, Durston House, Ealing), G. A. Dvorjetz (Mr. A. G. Roper, Wallop, Weybridge), D. N. Flatt (Messrs. Arnold and Gaussen, Brighton College Preparatory School), G. G. S. Sharp (Mr. H. Gordon Miller, St. Christopher's School, West Hove).

BROMSGROVE SCHOOL

School Scholarships: D. Bhore (Mr. E. Dodd, Downside, Purley), P. G. Jeffries (Mr. J. B. Stork, Edgbaston Preparatory School, Birmingham), P. T. Duncan (Lime House School, Wetherall). School Exhibition: J. W. P. Scott (the Rev. F. W. Pearse, St. Ninian's, Moffat). House Exhibitions: E. E. F. Rayer (Mr. G. E. Holme, Mount Pleasant, Southbourne), C. N. Wadlow (Mr. W. B. C. Drew, Kingsland Grange, Shrewsbury), G. R. Thomson (Mr. H. F. Metcalf, Fairfield, Malvern), H. Pattinson (Mr. F. R. Burnett, Seascale), D. H. Hewitt (Messrs. Cary Field and Aubrey, West House, Edgbaston).

CAMPBELL COLLEGE, BELFAST

Junior Scholarships: A. L. Croasdaile (Mr. A. S. Carey, Mourne Grange, Kilkeel), I. Macaulay (Campbell College), D. W. B. Manning and A. N. McBride (Mr. G. Bing, Rockport, Craigavad) G. E. Nevil (Kilkenny College), L. M. Rentoul (Messrs. Seth-Smith and Weaving, Elm Park, Killylea), K. I. Roulston (Campbell College), P. A. Sythes (R.B.A.I.).

CANFORD SCHOOL

Scholarships: R. Reatchlous (Streete Court, Westgate-on-Sea), M. D. Milman (Bilton Grange, Rugby), R. L. Porteous (West Hill Park, Titchfield), C. P. P. Burton (Aldro, Eastbourne), D. C. Russell (Amesbury School, Hindhead), P. A. Rawlence (Cheam School, Surrey).

CATERHAM SCHOOL

Scholarships: A. J. Bunyan (Mr. E. R. H. Dicken, Worple School, Wimbledon), M. A. Blaine (Major White, Academical Institution, Coleraine, Co. Derry), and P. Halstead (Caterham School, Lower).

CHARTERHOUSE SCHOOL

Recommended for Election to Junior Scholarships: (1) C. P. Diver (Mr. J. Douglas, Hillside, Godalming), (2) W. H. B. Johnson (Mr. C. Lewis, Stoke Park, Guildford), (3) J. D. F. Moylan (the Rev. W. R. Mills, Highfield School, Liphook), (4) P. D. Trevor Roper (Mr. B. Simms, Belhaven Hill School, Dunbar), (5) R. G. Goode (Mr. B. Simms, Belhaven Hill School, Dunbar), (6) P. E. Guest (Mr. H. G. Coghlan, Seafield School, Bexhill), (7) B. Aykroyd (Mr. J. G. Fawcus, Bilton Grange, Rugby), (8) P. L. Richards (Mr. G. B. F. Rudd, Stoneygate School, Leicester), (9) T. E. Smith (Mr. R. Thistlethwaite, Mall School, Strawberry Hill, Middlesex), (10) J. A. N. Lock (Mr. E. L. Bent, Parkfield School, Haywards Heath), (11) H. E. Stenning (Mr. W. T. Sanctuary, Warden House, Upper Deal, Kent) (12) R. I. Milne (Miss Hanson, Arnold House School, St. John's Wood).

CHELTENHAM COLLEGE

Entrance Scholarships (confined to boys not already Members of the College nor of the Junior School): £80: J. D. Edgar (Wyllie Scholar) (Mr. F. G. Turner, Tormore School, Upper Deal). £80: P. J. Bleeck (James of Hereford Scholar) (Mr. S. A. Phillips, The Old Ride, Bournemouth). £80: D. J. Whitehead (Mr. J. Bouch Seafield, Lytham). £80: B. C. G. Stevens (Mr. S. H. Broughton, Devonshire House, Bexhill-on-Sea). £80: E. P. Humphreys (the Rev. H. M. S. Taylor, Cheam School). £70: P. C. W. Disney (Mr. A. E. Lynam, Dragon School, Oxford). £45: P. D. Coates (Mr. E. W. Webb, Seafield Park, Fareham). £45: C. F. F. Anderson (Dobson Scholar) (Mr. A. S. Grant, Hillside, Reigate Hill). Entrance Exhibitions: £40: C. E. Iliffe (Exhibitioner in Music) (Mr. C. M. Fiddian, King's College School, Cambridge). £30: F. E. de W. Cayley (Mr. I. Sant, St. Edmund's School, Hindhead). £25: D. H. V. Smith (Old Cheltonian Exhibitioner) (Mr. A. E. Lynam, Dragon School, Oxford). £25: A. C. Cooper (Jex-Blake Exhibitioner) (Mr. B. W. King-Hall, Emsworth House, Emsworth). R.A.M.C. Memorial Exhibition: £50: J. S. Dudding (Captain E. A. Tregoning, Saugeen School, Bournemouth). Home Scholarships and Exhibitions (confined to boys already Members of the College or of the Junior School): Re-elected Scholars: £100: A. C. Cowan (formerly the Rev. J. Pearce, St. Ninian's, Moffat). £80: R. M. Leslie (formerly Mr. A. E. Lynam, Dragon School, Oxford). £80: I. H. Lyall-Grant (formerly Mr. F. A. Mariette, St. Alban's, Lyme Regis). £80: P. M. Inglis (formerly Mr. R. V. Barker-Mill, Stoke House, Seaford). Newly-elected Scholars. £80*: A. G. M. Hedley (Girardôt Scholar) (Junior School), and £70*: G. A. P. N. Barlow (Junior School, Cheltenham College). £45: F. V. Corfield (Southwood and Old Cheltonian Scholar) (formerly Mr. R. P. Marshall, Brockhurst, Church Stretton). £25: G. G. Van Hien (Junior School). £25*: A. C. Maby (formerly Junior School, Cheltenham College). Tancred Scholarship: £80: A. I. B. Stewart (Campbeltown Grammar School).

*For day boys, the actual value is two-fifths of the nominal value shown above.

CHELTENHAM LADIES' COLLEGE

Scholarships: £80: J. R. Stradling (Dragon School, Oxford). £60: D. T. Gent (Eastbourne High School). £40: K. M. Hargreaves (Casterton School). Exhibitions: N. Curry (High School, Ipswich), M. J. Murray (Dunelm College, Tankerton), M. A. Wood (Perse School, Cambridge).

CLIFTON COLLEGE

Scholarships Awarded: The Guthrie: R. F. F. Summers. Under 16: A. W. Filson. The Bush: M. J. Condon (Mr. Green, Wolborough Hill, Newton Abbot). The Cowley: E. Peck (Mr. Fisher, Veytaux, Montreux). The Balfour: W. L. Lang. The Old Cliftonian: M. R. M. Porter. The Junior School: J. R. Blomfield. Entrance Scholarships: R. H. J. C. Ross (Magdalen College School, Brackley), J. H. Glover (St. Peter's, Weston-super-Mare), J. Whatley (Honorary Scholar) (Clifton College Junior School), A. W. J. Thomas (Messrs. Clarke and Milton, Seaford House, Littlehampton), I. M. Risdon (Holland House School, Hove), P. Barlow (Clifton College—previously Mr. Hughes, Banstead), A. R. Duff (St. Salvator's, St. Andrew's), A. M. Fell (Clifton College—previously Windermere Grammar School), M. W. Dobson (Mr. Harrison, The Downs School, Portbury), P. J. H. Green (Clifton College—previously Eastman's, Southsea), G. W. Pearce (Clifton College—previously Mr. Webb, Albert Villas, Clifton), J. P. H. Ogilvie (Mr. Campbell, Shirley House, Watford).

COWBRIDGE GRAMMAR SCHOOL, GLAM.

Boarding Scholarship (£40): R. N. Shivers (Whitchurch); (£20): I. D. Pugh (Ton Pentre).

CRANBROOK SCHOOL

Scholarships (£40 a year): M. H. Stapleton (Mr. C. C. Counsell, Feltonfleet, Folkestone, Kent), G. E. Baker (Mrs. Scott, and Mr. W. Kingdon, Sandrock Hall, Hastings). Exhibitions (£30 a year): M. Skinner (Mr. W. E. Jackes, St. Dunstan's School, West Worthing), J. A. Crosfield (the Rev. T. A. Lord, Merton Court, Sidcup, Kent).

DEAN CLOSE SCHOOL, CHELTENHAM

Scholarships: J. D. Porter (Messrs. Sandford and Bennion, Mill Mead, Shrewsbury), C. P. Hill (Mr. Shopland, Redruth), R. E. Tuckett (Dean Close School), T. M. Parker (Messrs. Sandford and Bennion, Mill Mead, Shrewsbury), J. R. Catterson (Mr. E. Dodd, Downside, Purley), and J. M. H. Morris (Dean Close School, formerly with Mr. Corelli, Sandringham School, Southport). Exhibition of £25: J. A. Strong (Mr. A. T. Watts, Kingsmead School, Cheshire).

DENSTONE COLLEGE

Scholarships: P. C. D. Watkins and J. S. H. Davis (Mr. R. C. Statter, Elleray School, Wallasey), and F. K. Sanders (Mr. F. C. Carter, New College School, Oxford). Exhibitions: D. A. C. Blunt (Derby School), E. Nicholson (Denston Preparatory School), P. W. G. Sutton (Captain H. C. Lloyd, Woodlands, Deganwy).

DRONFIELD GRAMMAR SCHOOL

Panshawe Scholarship: Esther Pearson. Foundation Scholarships: Barbara Simpson, W. Young, Mary Leeson, W. E. Tasker, Joyce Lowcock, K. Newton, D. Wiltshire, A. Bennett, S. Allen, Mary Sharman.

DUBLIN HIGH SCHOOL

Entrance Scholarships: P. R. Purcell, W. S. Moore, W. J. D. Caldwell, W. C. Keon, H. C. Field, G. A. F. Harrison, J. C. Long, V. S. Dungan, D. H. Taylor, T. F. Jackson.

DULWICH COLLEGE

Seniors: Classics: R. F. Burch and A. V. Ratcliff. Modern Languages: R. E. D. Lister. Science: P. C. Calvert. Juniors: J. B. F. Brackenbury, T. A. Band, K. S. Heppenstall, R. S. Gosling, D. H. F. Doulton, E. A. Runacres, and L. P. Hodges.

EASTBOURNE COLLEGE

Scholarships: £50: D. A. King, Wykeham House, Worthing (Mr. E. K. A. Boyce). £40: R. E. K. Leigh, Woodlands, Deganwy, N. Wales (Mr. H. C. Lloyd), R. B. N. Wilsdon, Dragon School, Oxford (Mr. A. E. Lynam), and C. J. C. G. Hodson, West Cliffe, Seaford (Mr. P. Davies).

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ELLESMERE COLLEGE

Scholarships: O. Hughes, F. Harris (Bryntirion School, Bridgend, Glam.), J. M. Lloyd, R. B. Pritchard (Cathedral School, Llandaff), S. H. K. Sandy (Leicester), M. R. Edwards (Adam's Grammar School, Newport, Salop), M. Byrn (Choral) (Preparatory School, St. Winifred's, Llanfairfechan).

EPSOM COLLEGE

Entrance Scholarship: J. A. Dunlop (Kingsland Grange, Shrewsbury). Council Exhibition: P. H. Thompson (Holmwood School, Formby, Lancs.), R. Fuller (Oakfield School, Rugby). Open Scholarship (£110 per annum): R. A. E. Ellis (Eastman's School, Southsea). Junior Scholarships (£60 per annum): H. L. M. Roualle (Hon.) (Epsom College), A. M. Ogilvie (Epsom College).

ESDAILE, EDINBURGH

Scholarship (£30 for four years): Olivia M. C. Rankin (Manse of Sorbie, Garlieston, Wigtownshire).

ETON COLLEGE

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The Committee of Award for the Commonwealth Fund Fellowships have made the following appointments to twenty-four Fellowships tenable by British graduates in American Universities for the two years beginning September, 1929. These Fellowships are offered by the Commonwealth Fund of New York, of which Mr. Edward S. Harkness is president:

Mr. Eric Ashby, B.Sc., of London University, to the University of Chicago, in Botany. Mr. Geofirey Crowther, B.A., of Clare College, Cambridge University, to Yale University, in Economics. Mr. F. O. Darball, B.A., of London University and of the University of Reading, to Columbia University, in History. Mr. H. J. Emeleus, B.Sc., Ph.D., of London University, to Princeton University, in Chemistry. Miss G. H. Faulkner, B.Sc., of Edinburgh University, to the University of Chicago, in Zoology. Mr. W. L. S. Fleming, B.A., of Trinity Hall, Cambridge University, to Yale University, in Geology. Mr. V. S. Forbes, of Chirst's College, Cambridge University, to the University of California, in Geology. Mr. J. N. Goodier, B.A., of Downing College, Cambridge University, to the University of Michigan, in Structural Engineering. Mr. A. Harvey, B.Sc., of Armstrong College, Durham University, to the University of California, in Physics. Mr. R. C. Hinton, B.Sc., of London University, to Cornell University, in Economics. Mr. W. G. Humphrey, B.Sc., Ph.D., of The Queen's College, Oxford University, to Harvard University, in Chemistry. Mr. W. R. Humphries, M.A., of Aberdeen University, to Columbia University, in Education. Mr. R. I. James, B.A., of Corpus Christi College, Oxford University, to Johns Hopkins University, in History. Mr. L. A. Lickfold, B.A., of Trinity Hall, Cambridge University, to Yale University, in Music. Mr. J. W. Maccoll, B.Sc., of Glasgow University, to the California Institute of Technology, in Engineering (Aerodynamic). Miss N. Mallinson, B.A., of Girton College, Cambridge, to Johns Hopkins University, in History. Mr. H. L. Puxley, of Brasenose College, Oxford University, to Yale University, in Economics. Mr. D. M. Robinson, B.Sc., of London University, to the Massachussets Institute of Technology, in Electrical Engineering. Mr. A. F. Skinner, B.Sc., Ph.D., of the University of St. Andrews, to Columbia University, in Education. Mr. E. T. C. Spooner, M.B., of Clare College, Cambridge University, to Harvard University, in Medicine. Mr. A. J. Watters, B.Sc., of the University of St. Andrews, to the University of Wisconsin, in Organic Chemistry. Miss Beatrice White, M.A., of London University, to Stanford University, in Literature. Mr. J. H. C. Whitehead, B.A., of Balliol College, Oxford University, to Princeton University, in Mathematics. Mr. R. Van de R. Woolley, B.A., of Gonville and Caius College, Cambridge University, to the California Institute of Technology, in Astronomy.

The following have been appointed to Fellowships tenable by candidates from the British Dominions.

Mr. M. Barak, M.Sc., of the University of New Zealand, and of Hertford College, Oxford University, to Princeton University, in Physical Chemistry. Mr. T. P. Fry, M.A., of the University of Queensland, and of Magdalen College, Oxford, University, to Harvard University, in Law. Mr. H. V. Warren, B.A., B.Sc., of the University of British Columbia, and of the Queen's College, Oxford University, to the California Institute of Technology, in Geology.

The following have been appointed to Fellowships tenable by candidates holding appointments in Government Service:

Mr. Eric J. Bradshaw, B.A., of Trinity College, Dublin (University of Dublin), of the Geological Survey of India. Mr. R. M. Campbell, B.A., of Victoria University, New Zealand, of the New Zealand Civil Service. Mr. A. H. Crane, B.Sc., Adelaide University, of the Queensland Forestry Service.

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The Teacher: Types, Contacts, and Interests

X.—THE TEACHER AS EXAMINER

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

WHEN the new building of the London Day Training College was opened in 1907, Lord Rosebery gave the inaugural address. It was not quite up to his usual lofty level; but it had at least one high light. In the middle of a paragraph on the importance of such an institution he turned suddenly upon me and asked whether we proposed to train examiners. Reluctantly I had to confess that we did not—which gave him just the opportunity he wanted to launch out into a protest against the folly of training teachers unless we also trained the examiners who were to evaluate their work. The college staff and all the teachers who were present cordially agreed with this attitude, and applauded his periods: for every teacher's right hand is ready to strike his left in hearty appreciation of anything that tends towards keeping examiners in their proper place.

It is only human to dislike any one who is put conspicuously in a position that clearly advertises his superiority and our inferiority. Many teachers in the past suffered from an inferiority complex at the inspector's address, though they did not, at the time, know enough to call it by that name. The trouble was, and to some extent still is, that a school inspector is not like most other inspectors. He is sent out really to inspect persons, whereas the ordinary inspector is sent forth to inspect things—nuisances, for instance.

It is annoying for the ordinary human being to have a man sent round to look into our affairs and see that we do things that the law commands, and don't do others that it forbids. But it is much worse to have a man come round and look on while you do your work, and report his opinion of how you do it. What effect would it have on the dentist if he might expect at any moment a government official to step in, show his credentials, and tell him to go on with that drill affair and let him see how well he could manipulate it. To some extent actors are liable to the same outside interference, and though dramatic critics do not have the authority of a government department behind them, they can make themselves exceedingly disagreeable. But most inspectors, though they can be troublesome, deal with products and processes rather than with producers, so teachers have some justification if they keep their admiration of inspectors within reasonable bounds.

In Britain the inspectorial system made a bad beginning, since at the start there was too big a gap between the inspector and the teachers. They belonged to different social strata, and outside of the school-room had no dealings with one another. The gradual rise in the status of the profession, and the extension of inspection into grades of schools where the staff are on an equal university level with the inspectors, have smoothed out a great many of the wrinkles. But still both parties have to walk warily in their dealings with each other, and anything that increases a mutual understanding between them is to be welcomed. Such a lubricating medium is the need for the teacher himself to function as an examiner.

We are all familiar with the term *external examiner* and its meaning, and teachers are not fond of either the word or the thing. With internal examinations things are different. Here we have a form of testing that is done on the premises as it were and is a matter of domestic concern. Lord Rosebery would be pleased to learn that at least this form of examination has had, and is having, quite a bit of attention in our training colleges and university education departments. It is obviously quite essential that teachers should have some sort of periodical test to gauge the progress of the pupils; not something imposed from without, but something taken in the pupils' stride, something that so far from interfering with the regular work of instruction forms an actual part of that work.

The trouble is that even into the safe haven of the school-room the influence of the external examination penetrates, and too often the internal examination is based upon the model of the external. In the past more than at present the internal examination came to be regarded as a sort of preparatory rehearsal for the "real" examination. But though this deliberate exercise in "smelling powder" has lost its prominence, there is quite often a tendency for the teacher to keep an eye on the external examination in organizing his internal tests. Teachers of the nobler sort, however, realize that it is beneath their dignity to spoil their real work by subordinating it to an external standard. They regard their own examinations as an essential part of the ordinary school course, and treat their examinations as all in the day's work.

They adopt a somewhat different technique, as is natural and proper, in dealing with a part of the regular course as compared with an external intrusion into that course for the mere purpose of testing. But even the internal examinations entirely in the hands of the teachers themselves, and free from all outside control, are apt to be influenced by what happens in the outside examinations. The truth is that the trail of the external examination is over the whole work of the school. The entire profession travaileth in a painful struggle to reconcile the external examination, which it recognizes to be necessary for administrative purposes, with that attention to genuine teaching and education that marks the real work of the school.

It may clear the air a little if we consider the internal examination and its aim. Hitherto there has been a dual

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purpose underlying most examinations. They were supposed to test at the same time two things; capacity and attainment, the stress being in some cases on capacity, in others on attainment. When they took the form of a leaving test, attainment was clearly the important matter to be estimated. The question was what had the student gained from his course of training? On the other hand, when the examination was imposed on candidates who wished to enter on a higher course of training, what the examiners wanted specially to find out was what were the capacities of the candidates offering themselves. To be sure in this case attainments did enter into consideration, for a certain minimum of knowledge and skill was required before a candidate could be admitted to the new course, even though the test gave unequivocal evidence of high capacity. But in view of the fact that defects in attainments can be made good, whereas defects in capacity cannot, of the two stress was laid upon capacity.

Outside the school range altogether a compromise had to be made between the two aims, the stress being determined by the circumstances of each case. In the Indian Civil Service examinations, for example, subjects like the higher mathematics, philosophy, the classics, astronomy, served the purpose of determining the capacity of the candidates, whereas such subjects as geography, economics, psychology, ethnology, had an attainment value. Others might be regarded as half-way between the two. Thus modern languages would be valuable themselves in a cosmopolitan occupation like the Civil Service, and at the same time skill in these subjects would give an indication of the capacity for mastering foreign languages in general.

Thus one broad distinction between internal and external examinations may be made by saying that the external form may have, and usually has, the double aim of testing for both capacity and attainment, whereas the internal confines itself to attainment. The teacher has no special need of an examination to enable him to estimate the capacities of his pupils. He is evaluating them every day all along the line. Certainly any examinations he may give will make their contribution to his knowledge of the pupils' capacity, but their evidence is only one among many sources open to the teacher. For him examinations are primarily tests of skill and knowledge, and secondarily of application. Their other function, an equally important one, is not to test at all, but to give opportunities of exercising acquired skill and knowledge. Viewed from this angle they may be fairly regarded as a part of the regular course of instruction.

According to the special aim the teacher has in view will the nature of the examination vary. If the main purpose is a test of knowledge the examination paper need not differ materially from a paper that might be set by an external examiner. The following rules, for example, might be set before students in a training college that has taken to heart Lord Rosebery's advice to include the art of examination among the subjects to be taught to the trainee.

1. *The paper must cover the whole ground.* Some teachers think they are entitled to work on the principle of *ex pede herculem*, and assume that if the examinee can answer well a group of questions that cover a limited portion of the field, we may take it for granted that he knows the rest as well. The principle is radically bad. Students are only too prone to take chances, and this patchy arrangement is a temptation to which they should not be exposed.

2. Three-quarters of the paper should be within the power of the dullest pupil in the class. Some object to this as putting a premium on dullness. Such critics ask scornfully why the clever pupils should be subjected to this dray horse labour merely to make the examination workable for the dullards. The answer is twofold; first the dullards are within their rights in demanding that the greater part of the paper should be within their power; secondly, it is for the good of the souls of the higher I.Q's. that they should go through the simpler matters and thus preserve their poise. The remaining one quarter of difficult work will give them plenty of opportunity of showing their mettle. Unless some such plan is followed Aesop has laboured in vain over his "Hare and Tortoise."

3. *No optional questions should be set.* The only justification for optional questions is to be found in the need of meeting the claims of a wide range of students working under different conditions. For example, the English literature paper used over the whole of Scotland by the Education Department, was for a while made up of a very large number of questions covering the whole of this literature, the theory being that this arrangement would leave the teachers quite free to select any period and teach that thoroughly, in the full confidence that a sufficient number of questions suitable for their pupils would occur in the paper. A reason sometimes suggested for the use of alternative questions is to meet the case of pupils who have been absent during some part of the course. The reason is not sound. The plan would tend to weaken the responsibility of the pupil. It should be impressed on him that his is the responsibility to make up any time lost during the session. It is bad policy to allow the pupil to throw upon the school the burden of making up for breaks in attendance, even though there is an excellent excuse. By all means make allowance for defects, but do not arrange matters so that the absentee may think that there has been no defect.

These seem to me the essential points in which an attainment or informational internal paper may reasonably differ from an external one. There are no doubt quite a list of rules of a general kind that may be laid down for the preparation of examination questions, but they are of too wide a kind to claim a place in a consideration of the *teacher's* work as examiner.

The other kind of paper that may be conveniently classed as a test in skill, naturally takes the form of problems of various kinds, and it is here that the internal examiner has a great advantage over his external rival, in the meantime at any rate, though I am in hopes that we are on our way to the general application of a form of examination that many teachers would like to use, and some teachers actually do use. This is the method of free use of all manner of aids in the examination room. The old ideal was the removal from the examination room of everything that might by any possibility aid the candidates in their work. In a geography examination, for example, it was made quite a rite to turn all the maps with their faces to the wall, lest haply they might prove a very present help in time of examinational trouble to candidates who were not entitled to such aids. Practical examinations in science, from the very nature of the case, have blazed the way to a more rational use of apparatus and other appliances in the examination room. So far from removing the maps from the examination room walls, would it not be more reasonable to provide each of the candidates with an atlas and a gazetteer? Examinations have been too long conducted on the desert island principle, the examinees being treated as so many Robinson Crusoes. The idea of the conventional examiner appears to be to find out how the candidates can manage in the absence of all the aids that they will find available in the life for which they are being prepared. Certainly there is room for a test of this kind in the external examinations, for a part of the attainment that these are meant to test is the mastery of certain facts that ought to be so engrained in the pupil's mind that he can use them without having to refer to any outside source.

But in the internal examination there is no need to fall back upon the Robinson Crusoe type. Why should not an examination in English literature be carried on in a well stocked library with open shelves? Why should not dictionaries be allowed in a language examination? If it is feared that these aids will make it impossible to distinguish between those who really know the subject and those who do not, the anxious teacher need not worry.

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Let him consider the case of an acquaintance of mine who afterwards, I regret to say, became an assistant inspector of schools. He went into a certain examination in mathematics fortified by the presence in different locations in his outer garments of the unabridged text of the first six books of Euclid, yet came out "plucked," for the very sufficient reason that he graphically expressed: "I could never find the place." Those who know a subject in a dynamic way can use rapidly and effectively all the available aids, and will do double or treble the amount of work possible within the statutory three hours for their less expert rivals, though there is absolute equality in the matter of external facilities.

When I was principal of a large training college, I found that the students were rather poorly read in English literature, so I introduced a vacation course of reading. The demands were not excessive; a play of Shakespeare, several of Milton's smaller poems, a couple of dozen of Bacon's Essays, a novel each from Scott, Dickens and Thackeray, "The Essays of Elia," one of Pope's longer poems—some dozen items in all. To my surprise the students pulled very long faces at what I regarded as a sort of recreative exercise, but they as a piece of strenuous work. To ease the situation, I made the crafty concession of allowing them to bring into the inevitable examination the texts they had read. The young people had the private conviction that something had gone wrong with the works in the principal's head, but they cheerfully accepted the concession, and it was not till the fatal examination day that they shared my assistant inspector's difficulty, and the unprepared discovered that they "could not find the place." The distinction between the sheep and the goats was made clear with distressing rapidity and thoroughness.

Satisfactorily as the scheme worked, it had one serious drawback; the marking of the ghastly array of examination papers. So I hit upon the plan of examination by a process of inspection. I took the students down to my room in groups, and seating them round the board table, simply invited them to discuss in turn each of the items they had read. It was startling to note the ease with which the negligent students showed up their ignorance. If you do not happen to have read "Ivanhoe," it is disconcerting to be called upon to discuss it in public. The scheme worked all right with the men. With the women I was never quite sure. Naturally the well-prepared students struck in at once, and the clever section of the unprepared women struck in *almost* immediately, making use of the pointers supplied by their better-informed fellows. If I did not discover within the first three minutes which of the women had not read the book, I had no hope at all of discovering afterwards, so skilfully did they manipulate the information that rapidly became common property round that table. Naturally I could have found out by making false suggestions or by direct catechising. But neither of these alternatives struck me as quite playing the game, so I let the thing go at that. My feeling was that the exercise in manipulating a knowledge that, at the beginning, was not there, formed in itself not a bad intellectual exercise. I know I am saying a terrible thing when I add that somehow the moral element did not seem to come in. Each teacher must be his own critic on this aspect of the matter.

This experience of mine inevitably brings up the vital question for the teacher as examiner. If a *questionnaire* could be sent out to the quarter of a million teaching persons in Britain, asking which is the hardest, most disagreeable, most enervating part of their work, though I am not a betting man I would be prepared as an emergency measure to lay what I believe is correctly described as "long odds" on *marking papers*. The scourge is not confined to examination papers, but includes any other written work demanded from the pupils.

It is in this matter more than in any other that the disadvantage of an energetic conscience becomes evident. There are conciliatory consciences that dismiss the whole problem as trifling. I have heard an American teacher at a conference maintain that it is wasted time to read over and correct pupils' written papers. The important thing, he argued, was the writing of the paper. Another American teacher in a symposium on the subject maintained that exercises of this kind should be kept in cold storage for three or four months and then returned to their authors for correction. By that time, he maintained, the pupils would have developed sufficiently to be able to correct efficiently their own productions. But the ordinary conscientious teachers, particularly the women, cannot accept this happy-go-lucky optimism. They feel that it is of the essence of the written exercise contract that marking should follow writing; and reluctantly it may be, but still quite clearly, honest outside critics must agree.

Still, teachers' consciences must not be allowed altogether to run amok. There are limits beyond which the teacher should not go in the detail of marking. The final limit is that at which the pupil ceases to pay attention to the marking. In many cases the pupil contents himself with a more or less dissatisfied glance at the general estimate at the end. Once he has caught a glimpse of the A, B. C. or D, or the more expansive excellent, very good, good, or fair, he turns his attention to other things, and does not trouble with the teacher's ruddy trail through the paper. The remedy of course is co-operation. The marking of a written paper should be a joint affair between the teacher and the pupil. The teacher's business is to point out that there is something wrong; it is the pupil's to find out what the trouble is, and to set it right. Unfortunately it is not always possible for the pupil to do his share unaided. But no help should be given till he has made it clear that he has made an honest attempt. Naturally I feel a little sheepish in saying these self-evident things. But what are rightly called platitudes are worth saying if we find that to many people they are not justly entitled to be so described. The number of teachers who confess in public and in private to the ravages of their consciences in the matter of marking papers, helps me to pacify my own conscience when it upbraids me for expounding the obvious.

With regard to the evaluating of examination work, we teachers fall easily into the two groups, the literalists and the numeralists. Some of us are content with a general estimate of the whole paper which we label A, B, C, or D, and leave it at that. Others like to value each question separately, and adding up the numerical values attach to each set a total number which represents our estimate of the paper as a whole.

Each method has its advantages. Students who take the trouble to think of the matter at all often prefer the numerical plan on the principle that made the Irishman buy his pound of tea in ounces. He should have been a Scotsman, for his reason was that he got "the turn of the scale sixteen times instead of just once." So the teacher who gives a numerical mark to each question in a paper has to give his critical judgment much more frequently than the teacher who reads the paper through and gives his general impression. The truth is that the two methods have separate values. In matters where the artistic element comes in, the literal method is perhaps the better; whereas when we are dealing with factual subjects the numerical plan has the advantage. In certain subjects one question superlatively well answered may legitimately compensate for half a dozen more or less commonplace ones. In other subjects, each question deserves equal consideration with all the others. When deciding between a first and a second in Greats at Oxford, the essential point is: does this candidate belong to the first-grade class. As the Americans would put it: is he of "First" timber? With these comparisons in view the teacher may be left to determine for himself the principles on which he exercises his function as examiner.

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Art Teaching at the Manchester Grammar School

By FREDERICK GARNETT, A.S.A.M., Chief Art Master

IN giving an account of our present scheme of art work, by the invitation of the editor, I trust that this article may be of interest, and possibly of some service, to others who are responsible for the teaching of art in secondary schools. Art is now taking an acknowledged and important place in this type of school as the result of several recent developments, such as its inclusion by certain universities in the examinations for the School Certificate and Matriculation as a credit subject, and by the extension of art-craft work.

The value of art as an educational factor in the cultivation of certain mental faculties has long been recognized in the elementary schools, but the establishment of its status in higher schools has been slower. There has always been a tendency for "drawing" to be crowded out by pressure of other subjects. Truly the "drawing" of bygone days perhaps did not merit any better treatment—well do I remember those "South Kensington" copies of thirty-five years ago! The same remarks apply to the former attitude towards manual training and handicraft. In fact it has been discovered at last that "book learning" is by no means the only method of cultivating "grey matter!" Some of the dullest of boys in the class-room are marvels of intelligence on the mechanism of a motor-car! It may, of course, be argued that this is owing to their intense interest, and that the boy cannot possibly be "educated" if he is allowed to please himself as to what he studies. No, I am no advocate of making things too easy. Self-discipline *must* be inculcated during school days to avoid disaster in after life. Distasteful tasks cannot be eliminated from life. The process, however, need not necessarily be unpleasant. One only needs to reflect on the wonderfully loyal acceptance of control on the cricket field or in the Scout troop.

The position of art and handicraft having now been consolidated, it inevitably throws more responsibility on those of us who are entrusted with the direction of these activities. It behoves us to give serious consideration to the great potentialities involved. We must first take a definite standpoint as teachers of art in *secondary schools*. Just as the grammar school or secondary school is now no longer looked upon solely as a training-ground for the universities, neither can the art department be considered simply as a preparatory school for the school of art. In so far as university or school of art requirements conform to the broader necessities of education in a commercial age, we may acquiesce with advantage, but we cannot ignore the fact that it is a minority, and not a majority of pupils who go on to the university or school of art. This minority, however, can always be given special consideration, and here in our own school we provide special facilities in the way of what might be called preliminary vocational training in the art department for architects, doctors, engineers, designers, printers, commercial artists, &c—even for an occasional genius in painting or etching.

I might mention that our annual "Parents' Conference" helps greatly in this direction, as well as private interviews.

And now to our scheme. Needless to say, with over 1,000 boys, who all pass through the art department, it may appear rather complicated. I hope, however, to make it comprehensible. Boys enter the school at the age of 11 to 12. Most of them have done some art work at preparatory or elementary schools. For the first year with us they are more or less on probation, to test their abilities, and to make sure of a good foundation. This is what they do: (1) Model and object drawing; (2) Memory drawing (with imaginative drawing); (3) Drawing from nature (flowers, &c.); (4) Drawing from natural history specimens (stuffed birds, animals, shells, butterflies, &c.); (5) Drawing from simple ornament; (6) Designs based on the same or on nature studies; (7) Occasional designs to be carried out in stained wood-work or gesso-work; (8) Brush-work, tinting, &c.; (9) Pen-lettering, and historic lettering (occasional mottoes, calendars, Christmas cards, &c.); (10) Paper prints (a simple method of reproduction allied to stencilling, for Christmas cards, &c., done in an ordinary office press); (11) Simple stencilling.

I do not doubt but that this is open to criticism, both by addition and subtraction, but I can only say that it is an honest endeavour to combine the best parts of the old or traditional methods with more advanced views. It is foolish to scrap *every* traditional method merely because it *is* old. We continue to make bricks and baskets in much the same way as the Ancient Egyptians did, and even yet cannot do without either! Therefore, in spite of condemnation in many quarters, I still think that to cultivate sound observation there is nothing better than model and object drawing, with memory drawing as a sequel.

The cult of allowing "freedom of expression" by ignoring perspective or technique seems to me to be pure charlatanism. It is not "playing the game." It opens the doors too wide for sheer humbug. We are having a surfeit of this in the arts. Jazz painting, jazz sculpture, jazz music, jazz poetry, jazz dancing, acting and everything else—which interpreted means throwing overboard all the accumulated wisdom of the ages and playing without rules, on the impudent assumption that our own views *must* be right. Surely both nature and history, which build on the past with security and progress, should teach us better.

These are some of my reasons for not extending too much encouragement to "Imaginative drawing" at an early stage. The pathetic endeavours of small children to illustrate fairy tales will never convince me that *they* are satisfied with the results. We must remember that they are familiar with the most beautiful efforts of our best artists in the children's magazines, and that often their scribblings are just a faint attempt at memory drawing of these. Oh, yes, I am quite aware too of "Professor Cizek's Class," and much admire the wonderful results, both in the conception and execution, which his small pupils have achieved in lino-cuts. But one cannot base a whole art scheme for secondary schools on one such slender phase. I had nearly written "stunt," much as I hate the word, but I am old enough to have seen so many of these stunts put forward as the only means of salvation in art education that I am now rather inclined to hesitate before accepting too many of these "cure-alls."

The first step to freedom from the old "South Kensington" *régime* was made when Walter Crane issued a "blue book" under the auspices of the Board of Education in (about) 1900 (I have not got a copy now) on art teaching in schools. It was an excellent "break-away" from the thin pencil line and was splendid propaganda for brush-work . . . result—brush-work, brush-work, brush-work! For years school-children made blobs on squared paper for the admiration of their parents at the annual exhibition, and to some extent it still goes on. However, there is a fundamental principle in it inasmuch as that it is a simple method of evolving pattern, and so stimulating the inventive powers. I therefore include this, as well as silhouette or mass-drawing from flowers in the first year's work. It will be seen that the course is intended to develop observation, memory, and imagination, and to provide practice in the use of the pencil, pen and brush. The model and nature drawing gives endless scope for the cultivation of observation. We use

(*Continued on page 716*)

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all sorts of domestic objects, tools, furniture, and portions of the building itself as models, even occasionally having a couple of boys posing with boxing gloves or foils, sometimes even a character in historic costume from one of our pageants. Fresh flowers are provided twice a week by the courtesy of the Manchester Parks Committee. We also possess a very good museum collection of natural history specimens of birds, animals, butterflies, shells, &c. In addition we borrow model yachts, &c., from the manual training department. During the summer whole classes will sit outdoors and sketch parts of our own building and the adjacent medieval Chetham's Hospital. All the above items are utilized for memory drawing, with occasional experimental tests from unprepared subjects such as a motor-car, aeroplane, or battleship. (Some amazingly good results come out here!) Sandwiched in with it all, however, is a progressive course of drawing from our old friends the geometrical models, the cube, cylinder, cone, &c. No one can pretend that they are interesting, any more than five-finger exercises or English grammar, but *they are fundamentals*. There is a rather dangerous modern tendency to build on less than sand—on thin air—instead of rock! If we set out to make a pictorial representation of an object, what is the use of saying that the laws of perspective don't matter? Even the camera should convince one. Of course, it is useless to argue with people who want "freedom of expression" even here, and to drop all rules. Modern exhibitions hang dozens of examples of this class of mentality, although medical men have pointed out its close analogy to insanity! At any rate the schools should be protected from such a baneful influence.

Pen-lettering has provided a new tool in addition to the pencil and brush. It is, of course, a revival under modern conditions of the similar use of the quill and reed-pen, and it is surprising how some boys, who have no ability as draughtsmen, become quite expert in its manipulation. With the larger "poster" pens these boys eventually produce all our school notices and announcements—sometimes collaborating with more advanced boys in a pictorial poster.

The designing of simple patterns based on brush-work and carried out in gesso-work on such things as stained cigar boxes provides opportunity for imaginative work, as well as geometrical designs made with ruler and compasses for stained wood-work decoration. Occasional "imaginative" drawings are also made of such subjects as shops, circuses, sports, or incidents from the boys' English or history studies.

At the end of the first year, after an examination, those boys who show ability are promoted to more advanced work, and here, broadly speaking, they are divided into two "sides"—(*a*) design, leading to art-crafts work, and (*b*) pictorial work leading through shading in black and white chalk to coloured pastel work, water-colour, block-printing, pen-drawing, and etching. To some extent each boy is allowed to choose his own "side." It has been found impossible to cover both sides in the time at our disposal, although there is always a number of specially gifted boys who do so easily.

The boys who are left behind go through a similar elementary programme for a second year, and if at the end they are still not equal to tackling more advanced work they devote their time to simple art handicrafts which involve no drawing at all, such as raffia-work, basket-work, or bookbinding.

The boys who take up design start from the first to invent patterns for the decoration of some definite object and by some definite process. We usually begin with stencilling cushion covers, tea-cosies, table centres, lamp-shades, &c. Then in turn we do stained wood-work on the many white wood objects that are now to be bought, pottery painting ("under-glaze" on "biscuit-ware": the vases, &c., are sent away to be fired), batik-work (silk handkerchiefs, scarves, &c.), pewter-modelling (thin coverings for photo-frames, &c.), leather-work (purses, wallets, bags, &c.), and other incidental experiments such as parchment lampshades. There can be no doubt as to the value of art-craft work. The keenness of the boys is amazing. They will put in hours of voluntary work and even try to get exemption from other classes. Truly it involves a lot of mess, litter, noise and personal supervision, but it is worth it. Imagine the scene, during perhaps half the time table, in our great "drawing hall," with one-hundred boys present—divided up into various sections according to their ability—with perhaps a dozen different "crafts" going on in addition to the ordinary art work. It certainly keeps my two assistants and myself pretty busy.

And then at 15–16 come the School Certificate and Matriculation. Although art is now a subject in which a "credit" may be gained towards attaining Matriculation under the Northern Universities Joint Board, it is obviously impossible to enter whole forms *en bloc* as for other subjects. It is a matter of selection of likely candidates. They have, of course, already had their ordinary art training in the school, to which is now added a rather more intensive course during this twelve months, in design or object drawing, &c. In addition they are given a comprehensive series of lectures on Gothic architecture as required in the syllabus. The text-books I have found most useful for each boy's individual reading are:

1. "A Book of Architecture," by G. H. Reid, M.A. (A. & C. Black, 1s.). 2. "English Architecture," by T. D. Atkinson. (Methuen, 5s.).

These are supplemented by the excellent series of class diagrams by Arthur Stratton, published by Batsford, and by blackboard sketches and lantern lectures. About 150 boys are sitting for art this year. None of them attends the art classes for more than two periods of fifty minutes per week, some for only one period. Many boys stay on after passing their Matriculation, and, if endowed with sufficient ability, take up more advanced art work approximating to school of art work. Even previous to the Matriculation they may specialize if their future career is definitely settled. The architects take geometrical drawing, perspective, building construction, and the history of architecture; the engineers take geometrical drawing and machine drawing, making measured drawings from actual machines in the manual training department with practice in making tracings and blue-prints; the doctors and dentists take a course of anatomical drawing from the skeleton and diagrams; for the printers and commercial artists we provide all the latest technical information available, and they study such magazines as *The Studio*, *Commercial Art*, and *Drawing and Design*.

Occasional lantern lectures on art subjects are given to sections of the whole school and visits are made to art and art-craft exhibitions. Frequent calls are made on the art department and the manual training department by the dramatic society for scenery. Pageants also keep us busy designing and producing costumes. Last but not least, the walls of our corridors are covered with some hundreds of beautiful coloured reproductions of the various historic schools of painting, the generous gifts of Miss Horniman (formerly the famous lessee of the Gaiety Theatre, Manchester), and others. There is no excuse for any Manchester Grammar School boy to be unacquainted with the world's masterpieces.

I cannot conclude without taking this opportunity of expressing my grateful appreciation of the encouragement given to art and art-craft work by our former high master, Mr. J. Lewis Paton, and to an even greater extent perhaps by our present chief, Mr. Douglas Miller, whose views on the value of craft work in schools are well known. Such cordial sympathy has enabled us to develop our art department and manual training department to an extent which is probably unique. We are very fortunate.

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The School Magazine

By an Editor

MANY school magazines can be described only as tragedies. Our secondary schools for boys are supposed to be centres of knowledge and culture; they are staffed by university men of no mean attainments; and they send out annually batches of young men with academic laurels, green and flourishing, around their lofty brows. Some of these go on to the universities, others into the professions and business; but all alike must, like Wordsworth's "Mighty Prophet," take with them into the world some consciousness of that light which has been the "master light of all their seeing." Has any literary venture a more promising hope than that which lies in the loyalty and ability of this varied mass of humanity, old and young? What variety should be possible; and what a high standard of matter may be anticipated! Yet there is nothing so stereotyped as the majority of such magazines, nothing so dull and impersonal, so hopelessly uninspiring. The few exceptions only serve to enhance the dullness of the remainder. And the cause? Just the dreary fallacy that the school magazine has no purpose but to serve as a record of school activities. Or rather, a fatal misconception of the proper nature of such a record. If the magazine is to be worthy of a school those responsible must enlarge their vision.

We must try to envisage the school as a living organism. It does not consist merely of six sets of forms ranging from 10-18, but is a living influence reaching back into the past and forward into the future; it is a force which has modified the outlook and personality of many who are now bringing its influences to bear on those within their sphere; it is a force which is now similarly modifying the character of those who will later spread the influence of the school in the world, and in their turn will react on those who shall pass through its classes after their departure: veritably an ever widening stream of influence that flows into the national life itself. This is not a grandiose picture of phantasy: it is a statement of sober fact, as every one who thinks of the real import of education will realize.

Of this entity the magazine should be the most complete single expression; a function, as it were of the very being of the school thus widely understood. Its proper work is to link the spirit of the past with the present, the present with the future, and this is only possible when it is the co-operative production of the present boys and the old boys. This statement is intended to be taken at its face value. It is not enough that the magazine should circulate amongst a few old boys: it must be in part the production of the old boys. An official Old Boys' Association forms a convenient link for news, but the magazine should be quite independent of any such association. It should circulate amongst, and its columns be open to, all old boys, organized or otherwise. There should therefore be no old boy co-editor. A magazine of such small size, linking up so many scattered elements, cannot be managed by any but a single person at headquarters. I make this statement after trying both methods myself and making some inquiry into the experiences of others.

Every school should publish its own magazine. There is nothing that so admirably focuses the unity of interests in the school; nothing that so successfully keeps old boys in touch; nothing that so vivifies this larger life of the school as a magazine run under the inspiration of a comprehensive conception of the meaning of the word "school." The writer has seen a tiny school rise from a lethargic existence into a fullness of life almost incredible to one who has not witnessed it, gathering to itself the loyalty and enthusiasm of its old boys, who, merely through lack of some definite link, had fallen away.

With the inauguration of a magazine on the lines indicated above, one could almost feel a breath of life passing over the dry bones of apathy, and a new stirring of the vital forces. It may be well, therefore, to pass on to those practical considerations which must be reviewed before any one ventures to undertake such work, for it cannot be accomplished by airy visions alone. We deal with these matters in the following order: finance: contents; the editor.

Finance: Let it be supposed that the magazine will appear twice a term. This is unusual, but I am all in favour of the double issue. I have tried both, and I say without the slightest hesitation that we are more likely to succeed in our main purpose with two issues than with one. I cannot go into the reasons for this here, but I have always found more enthusiasm for the more frequently issued journal, and greater ease in filling it. Given then six issues a year, we have to face a very considerable expense. In some schools, particularly the large ones, the financial burden is borne by the school funds. A nominal charge, more often than not, sixpence, is made to the boys, and the deficit made up from the funds. It has never been my fate to run one under these circumstances. No doubt their editors are duly thankful, but I think they and the school miss something of the spirit of adventure enjoyed by those who have to make the magazine pay its way. In most small schools there are no funds, except those provided by the receipts from the sales, and from advertisements. This need be no deterrent even in the smallest school. The writer once revived a defunct magazine in a school of less than fifty. It had died a bankrupt's death; yet within two years it had paid its way and yielded a balance which increased to such an extent that we were contemplating creating a fund from it for certain other projects. Unhappily the War came and swallowed a great part of its balance, though when I last saw it in the last year of the war, it still had several pounds in hand.

Possible advertisers should be interviewed first of all. In most towns advertisements are easy to get, and the prices need not be severely competitive ones. Then the circulation amongst old boys must be worked up. In this connexion I had a curious experience. They had been, many of them, circularized by the previous editor by means of duplicated copies of a letter. I decided to try a personal letter to each, and this was so successful that nearly every one to whom I wrote became a subscriber. The W.P.B. is not so handy for private letters as it is for circulars. Next an estimate should be obtained from a number of printers, both locally and away; the latter merely for the purpose of bringing down the local man if necessary; for not only is it a great nuisance to have them printed away, but it is frightfully bad policy. In practice I have always found it possible to get better terms locally.

Armed with advertisements, circulation, and estimates, we can settle the price of the magazine. I have never had to fix this higher than threepence.

A word may be interpolated here concerning the arrangement of the advertisements. A school magazine which is properly fulfilling its function will be kept and bound by many of its subscribers. I have even had to advertise for odd back numbers on behalf of those who wished to do so but had lost some of their copies, and I know the whereabouts of many bound volumes. It is, therefore, desirable to place advertisement matter in such positions that it can be detached before binding. My own practice was as follows. The inside of the covers, and the outer side of the end cover were filled, and then pages were inserted in the middle for others; not single stuck-on pages, but detachable sheets which could be removed without trace. Another precaution concerning advertisements may also be mentioned. They should be accepted

(*Continued on page 720*)

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only on a yearly basis, so that the year's advertisements may all be printed at one setting. If they have to be set up for each issue, much of the revenue from them is absorbed in the cost. I found no difficulty in this, not even with the local cinema.

Contents: In general these should provide a continuous record of that wider life of the school indicated above. This does not mean that they should be a series of bald statements of what teams, societies, or individuals have done. The place of these is a very small one. The magazine is a convenient means of keeping a permanent record of facts—sports records, &c., but they should be kept within strict limits. A great part of the matter which is now so widely spaced out to fill the pages should be condensed to the smallest possible dimensions, full reports being given only of the specially noteworthy achievements of the school. And too much mention of individual names is to be deprecated: they are of no interest except to those whose vanity is thereby undesirably tickled. A record of the school sports results is desirable, with a few concise general comments by an expert, since they are of permanent value to the history of the school athletics. Similarly with examination results, and really notable achievements of old boys, in whatever sphere; but again references to commonplace doings are not helpful. There must be a real sense of proportion in these as in all other matters, only the really significant being admitted. In general, with due allowances, mere reported matter cannot fittingly occupy more than half of the magazine, if so much. And all these reports might very well be enlivened with a more personal style by the reporter, who should be chosen with great care. Above all avoid anything like school self-glorification.

My own plan was to get everything reported by an observer, never a participator. By this plan I was able to achieve a better literary standard, and at the same time provide an interest where previously there was none.

There remains roughly half of the magazine to fill. These pages also will be a record of the fuller life of the school, for they should contain the original contributions of past and present boys. Now, what a boy, old or young, actually contributes is as much a record as the driest set of statistics. By such contributions we can evaluate the quality of mind and character developed by the school, as manifested in the new or the older generation. That is the most valuable kind of record, because it is one that tends to be of general and permanent interest, and so helps to maintain connexion of a living kind with those who have passed beyond the schoolboy stage and those still in the school.

I can see editors all over the country appalled at the prospect of having to fill a dozen pages six times a year with unpaid contributions from a few pupils and old boys, of a sufficiently high standard. Let them be reassured. If the school is worthy the dignity of a magazine, the necessary contributions will come in. Not perhaps for the first number, but a little perseverance will lead to success. For the magazine so often mentioned above, the writer was able to obtain in the course of the first year the beginning of a regular series of delightful reminiscences from a well known novelist who happened to be an old boy; another series from an old boy university professor, and others at intervals from a member of the House of Lords, who was also a writer of some reputation. In addition to these regular contributions which formed a basis for some years, there was ultimately a steady supply of matter from other old boys whose occupation or pleasures provided them with material. There was, for instance, a ship's doctor, who wrote very interesting travel articles for me. And the quality of these was not without its effect on the boys, whose contributions were not only always available, but frequently of such quality that they were not unworthy of figuring amongst those of their more experienced elders. During six years of editorship I was not compelled to write more than two or three pages to fill up. Frequently there was no room for an editorial without shutting out matter of interest.

I must add, in anticipation of the inevitable suggestion that I was more than usually happily situated in the type of school, that it was just an ordinary grammar school drawing its pupils from the same mixture of classes as any other such school.

The editor: A man of first rate literary ability, able at need to bear the whole brunt of the writing is not a necessity. What is needed is a man with no fads, but of catholic tastes, of infinite patience, faith, and courage; faith in himself, faith in his possible contributors, and courage to persevere in the course he has mapped out. There is much donkey work to be done. Personal letters take a lot of time, and the writing of them should be preceded by some inquiry concerning the kind of person to whom he is about to write. There is a little financial risk, for the post does not carry even charitable letters free. Much tact is necessary in approaching possible advertisers, not to mention a considerable amount of ingenuity in finding good reasons why this or that tradesman will find it profitable to insert his little announcement. This aspect of the work is perhaps the most interesting, even exciting; though I have no space to tell how, during those lean advertising years, I persuaded new men to take space so that, far from losing anything, I actually increased my income from that source.

But I look back upon it as a time of successful adventure, and it was one of the proudest moments of my life when I was able to produce a magazine full of advertisements at a time when every other was almost entirely denuded. The work filled all my spare time, and occupied nearly all my summer holidays; but it gave one the feeling that one had ventured out into the great world of business—for I had several London firms advertising—and had more than held one's own there. Moreover it led to many pleasant acquaintances.

One word more. I have spoken of the ease with which I obtained good literary matter. Let there be no mistake: it did not pour in automatically. It is the work of the editor of a school magazine to *find* his contributors. It is quite unfruitful to announce that "contributions will be welcomed." It is the personal touch that counts here as everywhere. Find out who, and what, and where old boys are. Invite those who are likely to have anything interesting to say to write it for the magazine. Give them the subject if necessary. Edit the matter if desirable, either openly or surreptitiously according to circumstances. Adopt the same plan with boys in the school. They can rarely think of subjects for themselves, but respond willingly to editorial suggestions.

But above all, do not fear to reject offered contributions if unsuitable, from whatever source they come. The main thing is to maintain the standard so that it will be an honour to be accepted. Again I speak from experience: I have never lost a contributor through refusing to accept offered matter, though I have frequently so refused, even from a professional writer.

Finally, the great secret of successful school magazine editorship is thought: constant vigilance and long forethought months ahead. But the pleasure is well worth the work, and the rewards, if intangible, are intensely satisfying.

WOMEN AND ELECTRICAL DEVELOPMENTS.—The fourth annual conference of the Electrical Association for Women was held at the North-East Coast Exhibition, Newcastle-on-Tyne, on July 10–12th last, and the proceedings of the opening session have now been issued as a pamphlet entitled "What Women think about Electrical Development" (price 1s.). The interest of the meeting lay in the fact that papers were read by women engineers of the United States, Holland, and Germany, describing conditions in their own countries, chiefly from the point of view of their effect on women's life and work.

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The Teaching of English as a Foreign Language at a Boys' Secondary School in Latvia

BY M. KUNIKE, L.L.A.

LATVIA, owing to its geographical position, limited area, and mixed population, is a country where people have to be linguists. They are expected to know two or three languages at the age of 14, when, as a rule, they leave the elementary school, where, besides their mother tongue, the youthful citizens of Latvia have to learn one or two modern languages. Those who proceed to the secondary school have to take one language more, so that the youths and girls who finish the secondary school can read books in three or four languages.

The predominant population of the country is Lettic, but there is a considerable number of Balts, Jews, Russians, Poles, and Lithuanians. All these enjoy the citizenship of Latvia and are allowed to have their own schools, *i.e.* schools in which the medium of instruction is the home language of the child.

The writer of these lines has for seven years been mistress of English at a Baltic school. All pupils of this school have to learn Lettic, the official language of the state. The home language, however, of Baltic children is German, which is the medium of instruction at their school. The compulsory modern language (besides the State language) to be taken in the elementary classes at this particular school is Russian, though there are other schools where the pupils have the choice between Russian and French. With regard to the second language which they have to take up in the secondary school they may choose between English and Latin. At present there is a decided preference for English, on the average only one fourth of the pupils taking Latin. English is all the more popular because, owing to the economic conditions of life at present, not all boys that finish the secondary school can look forward to a university course. But they know that a knowledge of English is sure to prove useful if they become clerks in business houses, as many of them do. Besides, as they grow up, many of them begin to think of emigration, their own country scarcely warranting employment for all the boys who yearly finish the secondary school course.

Given these conditions, and the nature of English as a language with few inflections, that easily lends itself as a medium of conversation, it is no wonder that teaching English to boys between, say, 15 and 19, who know that it is in their own interest to acquire a good knowledge of this language, is more a pleasure than a task.

During the four years of the secondary school course there are six weekly periods set aside for English. The only difficulty English really offers to the pupils here is its pronunciation, but on the whole I may venture to say they grapple successfully with it. We begin with the physiology of sounds and learn the symbols for the respective sounds in the sound-chart, until we are able to show with a pointer which sounds marked on the chart are included in a given word, unknown though its meaning may be to the class. Occasionally they read some lines in their mother tongue, carefully articulating the sounds—principally consonants—in the English way. At the end of each lesson there is a little conversation exercise consisting of questions and answers concerning the things in the class-room. In the first fortnight the pupils have usually mastered the rudiments of the sound-chart as well as the conjugation of the verb in the present indefinite and the plurals in " s," and can put and answer simple questions. Then the books are opened. The vocabulary of the first lesson has already become familiar to the pupils in the oral exercises of the first fortnight. The teacher reads the text to the class, and the pupils repeat it after her. To make sure they have heard the sounds correctly, some of them are asked to point out the sounds of certain words on the sound-chart, or to mention the symbols that stand for a certain sound in the text read. Their home task then consists in preparing to write the words contained in the text. As they begin to learn English at an age when their visual memory has received considerable training in learning other languages, orthography does not offer great difficulties to them, and at the end of the first year it is practically settled—with the good pupils. The mother tongue can very soon be dispensed with in the lesson, and is scarcely ever used after the first month. It is pleasant to see a class of boys straining their attention in order to understand a little story or ancedote told to them by the teacher, by way of training their ears.

After they have become acquainted with the chief elements of English etymology and syntax, and possess a vocabulary of some 200-300 words with which they know how to operate, they are given some book on English history. I have found Marshall's " Our Island Story " to serve their needs very well. The chapters can easily be broken up so as to form texts just long enough for one period, and the narration of historical events naturally contains frequent repetitions of words previously learnt, which in this way are rescued from oblivion. Moreover, after the first chapters have been mastered, there are scarcely any that contain too many new words to be learnt in one period, considering that words of Saxon origin are derived from roots familiar to children whose home language is German. Grammar and orthography are, of course, not lost sight of during this term, and are kept up and practised by means of various exercises. The second year of their study of English begins with reading Marryat's " Children of the New Forest," which too I have found a great favourite with the pupils. We then go on to some Dickens, usually the " Christmas Carol," or " The Cricket on the Hearth." This author offers greater difficulties, but it does them good to have to grapple with a text now and then. The school library contains books that are much easier reading and may be read outside lessons. The third year we usually do some George Eliot, a poem by W. Scott, selections from " Childe Harold," and one of Shakespeare's plays. It is in this year too that they get a short introduction to the history of English literature. In the fourth year the study of English literature is continued by means of an anthology, another of Shakespeare's plays, some standard prose work, such as " The Vicar of Wakefield," and one of Macaulay's essays. One of the weekly periods is reserved for the practice of essay writing.

At the completion of this course the pupils have to pass an examination. The examination committee consists of the headmaster of the school, the teacher of the subject, and two experts. The candidates have the choice between a translation from the mother tongue into English, an essay on a given subject, or a paraphrase of a passage read to them. To give an idea of the standard, I quote some of the subjects recently set. " Write an essay on : ' A Book that Interested me ' ; ' Fame is the Reward not of the Living but of the Dead.' " Paraphrase of " The High-Road and the Narrow Path," by J. Galsworthy. In the oral examination their reading aloud and their knowledge of grammar and literature are tested. As a rule they have a fairly good idea of the main periods in English literature. Their oral expression is handicapped by the fact that they do not hear any English outside their lessons, but they soon become proficient in the spoken language, if they have a chance of spending some time in an English-speaking country.

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Personal Paragraphs

THE death is reported of Miss I. M. Dunlop, formerly Principal of Saffron Waldon Training College. Many old students and members of the College staff will remember the nobility and dignity of her character, her serene view of life, and her quiet but efficient way of smoothing over all difficulties.

* * *

MR. J. H. WILLIS, Director of Education, Morley, has been appointed to succeed Mr. J. E. Cuthbertson as Director of Education, Barrow. Mr. Willis holds the degree B.Sc. (London) and is a Barrister-at-law (Inner Temple). For some years he was engaged as an assistant in the L.C.C. Education Department, and later he served as Principal Assistant in the Education Office of the Glamorganshire County Council. Mr. Cuthbertson is taking up a similar position at Hendon.

* * *

FEW educationists have had so varied a career as the Rev. Ambrose J. Wilson, whose recent death was recorded at the age of 76 years. Educated at Merchant Taylors' School and St. John's College, Oxford, he became a lecturer at Queen's College and a tutor at St. John's. Two years later he was appointed classical tutor at the Diocesan College, Rondebosch. He then accepted the Headmastership of St. Mark's Grammar School, George, Cape Colony, but returned to England in 1880 as Headmaster of Carlisle Grammar School. After five years' service he migrated to Australia to take up the position of Headmaster of Melbourne Grammar School. He filled the post for eight years and then returned again to England to become Headmaster of Lancing for another eight years, retiring in 1902 to the rectory of Tackley, Oxon.

* * *

A FAREWELL DINNER to Sir Gregory Foster, who retires from his position as Provost of University College, London, on December 31st, will be given by past and present students of the College on Friday, December 20th, at 7.0 for 7.30 p.m. The dinner will be held in London and the place will be determined when the number of those intending to be present has been ascertained. Sir Gregory has been Head of the College since 1904, and his tenure of office would terminate automatically in 1931. He is resigning at the end of this term, since he feels that the far-reaching changes in the University, as a whole, consequent upon the new statutes, must be accompanied by considerable modifications in organization at University College. He is therefore of opinion that his successor should be in office as early as convenient.

* * *

CAPTAIN P. P. ECKERSLEY, Chief Engineer of the British Broadcasting Corporation, will, on October 7th, take up a very important position in the Gramophone Company ("His Master's Voice"). He will be identified with the development of the electrical section of the gramophone company in all its branches, this work including radio and the electrical reproduction of sound by gramophones. His unique knowledge of the transmission of wireless broadcasting will be of great help in the development of wireless receiving sets for the million. Captain Eckersley who is a past President of the Technical Committee of the Union Internationale de Radiophone and a Fellow of the Institute of Radio Engineers, was born at La Puebla, Mexico, on January 6, 1892. He was responsible for the experimental work on duplex telephony for aircraft at Biggin Hill, Kent. In 1919 he joined the Marconi Company as head of the aircraft experimental section. He designed the Croydon ground station transmitter and was jointly responsible for the invention of the aeroplane wireless telephone as used on all British aircraft to-day. In February, 1923, he was appointed Chief Engineer of the British Broadcasting Company, a position he has held ever since with increasing responsibilities.

* * *

FORMER pupils of the Hanley Castle Grammar School will hear with deep regret of the death of Mr. Allan James, Headmaster of the school from 1894 to 1915. Prior to his tenure of office at Hanley Castle he was a member of the staff at Wyggeston Grammar School, Leicester.

—ONLOOKER.

Correspondence

HISTORICAL FILMS AND THE CENSOR

The recent banning of a film on the subject of the Reformation in Germany would make some rub their eyes and wonder if we were much more civilized than the Arabs and Zionists in Palestine, or than our ancestors in Tudor and Stuart times. It might be imagined that religion was now regarded as being entirely a matter for a man's own conscience; the majority of Englishmen have now little regard for formal religion, as is proved by the empty state of our churches on Sunday. Yet a film on the very historical subject of Martin Luther has been refused a licence by the Censor for months and is now to be seen only in a castrated form because this ancient scandal might offend the Roman Catholics. They are far too liberal-minded to object to a film whose historical accuracy, reverence, and interest are not in question. If there are any who do object to be educated and entertained they can stay away or visit one of the many halls devoted to American low-brow absurdities. The "Avenue Pavilion," which shows some of the best foreign films, was the first to show Hans Kyser's masterpiece, which will surely appeal to all deep-thinking people and those who see in the cinema one of the greatest aids to education.

It is unfortunate that Mr. T. P. O'Connor, M.P., the Chairman of the Board of Film Censors, should be regarded as the cause of this absurd restriction. Although an Irishman, he has preferred to live in England for over fifty years, and although a fervent Catholic, he is broad-minded enough to sympathize with Disraeli's definition of the religion of all sensible men.

FILM FAN.

LONDON SCHOOL OF ECONOMICS.—According to the summary programme for the session 1929–30 issued by this School of the University of London, the total number of students registered during the past session was 2,808, of whom 601 were women; no less than 653 students were from countries outside the British Isles. In addition to the lists of officers, lecturers, and courses available, the programme gives the public lectures to be delivered during the present session. A course of ten lectures by different experts on office machinery has been arranged in co-operation with the Office Machinery Users' Association; distinguished foreign visitors who are delivering public lectures include Prof. R. Thurnwald (Berlin), on Evolution in the Social Sciences, Prof. L. Einaudi (Turin), on Taxation, Prof. E. Lederer (Heidelberg), on Recent Social Development in Germany, Prof. M. J. Bonn (Berlin), on The Economics and Politics of Present-day Germany, and Prof. B. Ohlin (Copenhagen), on International Trade and Capital and Labour Movements.

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Prize Competitions

The winner of the September Competition is "Tula," *proxime accessit* "Pasteque."

The winner of the August Competition was Mr. Irvine Gray, but the prize goes to Mr. A. Watson Bain, 4 Norman Road, Winchester, who took second place.

We classify the thirty versions received as follows:

Class I.—Tula, Pasteque, Dane, Osterley, Als ob, Fidelis, Blackheath, Jet, Chardonne, Anna Knowles Merritt, J. E. M., Atossa, R. A. D., M. K., Cadwal, Stealthy.

Class II.—Duo, Copt, M. R., Hibernia, Thurlow, Katty Ann, Borderer, Pices, Standish, L. E. C. M., Bow-wow, Studious, J. F. R., Bellows.

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Du Köter, der sich näher schlich
an meinen Tisch, wehmütiglich
und unverwandt mich anzuschauen,
halb Furcht, und halb Vertrauen:
Dir gelt' ich wohl der Gott, das Glück,
das Himmelsgeschick
und die Hölle dazu—
Köter, du dummer und armer!
Ich bin kein Teufel und kein Allerbarmer,
ich bin nicht mehr als du . . .
als ein Hund, der harrt in zäher Geduld,
bis ihm von rätselhafter Huld
ein Brocken fällt—
ein Hund, der nicht weiss, wielang' er behagt,
und wann man ihn jagt
vor der Tür, aus der Welt.

TRANSLATED BY "TULA"

TO A BEGGING DOG

You cur, who half in fear, half trust,
Crept stealthily near to beg a crust,
And looked at me with sad and steadfast eyes:
To you I seemed a god that satisfies
All earthly yearnings, and decides
The fate of Heaven and Hell besides—
You stupid, wistful little cur!
I'm not a devil, and I aver
That claims to godhead I eschew,
I'm nothing more than you . . .
A dog, content to wait,
Persistent, patient, till kind fate
Let fall a crumb—a dog that knoweth not
How long 'twill last, this happy lot,
And when he'll be hurled
From out the door, from out the world.

"Pasteque," a new competitor whom we are glad to welcome, missed first place by introducing *Bow-wow* as rhyming word in two places. This just destroyed the effect of the poem. But we quote his version for its excellence in all other respects.

Cur, edging nearer still and yet more near,
In confidence one-half, and half in fear,
Towards my table, with a mournful gaze
Fixed thus immovably upon my face—
To thee I stand for God, for happiness,
For all the power of heaven to soothe and bless,
Plus that of hell, Bow-wow!
O cur, thou fool and lamentably dull,
I am no Devil, no All-merciful;
I am no more than thou.
Just than a dog, transfixed in patience
Until from enigmatic affluence
A morsel falls—as now.
A dog, that knows not how long he may stay
Till driven out of doors, and turned away,
Out of this world, Bow-wow!

"Dane" has stretched the metre:

You, cur, with your wheedling ways, so shy,
Slinking up to my table, with that in your eye, . . .

"Osterley" and "Als ob" put in a future that is not suggested by the original:

A dog that knows not how long he has pleased,
Nor when he'll be chased
To the world to come.
("Osterley.")

A dog that lives on sufferance, doesn't know
When he must go
Hence, to 'Kingdom come!"
(Als ob.")

"Fidelis," who sent a very fine version labelled *Es vacances, sans everything*, and "Blackheath," both omitted *aus der Welt*:

A dog, like thee, that waits in patience sore,
Till fate, as puzzling as before,
Lets fall a crumb;
A dog, not sure how long he'll favour find,
Or when some Power unkind
Shall fling him out the door!
("Fidelis.")

Am but a dog, that waits with patient face,
Till to him by mysterious grace
A crumb may fall—
A dog, that does not know how long he'll please,
Nor when be driven from ease
Outside, from home and all.
("Blackheath.")

"Jet" used some queer rhymes in his fine verses:

Thou cur, who hungrily dost creep
Nearer my board with doleful step.
* * *
Lets fall a crumb—
A dog, who knows not the length of his grace,
Or when they may chase
Him forth, to his doom.

"Chardonne" turns the first part into third person narrative:

A fawning cur which sadly crept, . . .

"Anna Knowles Merritt" sent a very good version, correct in metre and meaning, but the necessity for finding a rhyme for *world* produced:

Than a hound who in stolid patience waits
Until on him from the riddling Fates
A fragment is hurled—

This unfortunately gives the impression, not of a crumb from the rich man's table, but of some death-dealing fragment falling upon him with violence.

Our space is limited. We must mention "J. E. M." who changes from *thou* to *you*, thereby losing effect. The change from *you* to *thou* is often very effective, an enhancement of emotion; compare Victor Hugo's *Dieu qui sourit et qui donne*, also Cory's lovely translation of *Heraclitus*, but the other way round cannot fail to produce an impression of growing coldness.

"M. K." slipped down over matters of rhyme, *beggar* and *forgiver*, *gnaw* and *door*. But all versions in Class I were very good indeed.

We were taken aback by "Blackheath's" comment on the poem: "As poetry, rather a drop from Sully Prudhomme; but I suppose in this case the thought is the thing." We confess to a liking for winning "Blackheath's" approval of our choice of poems. However, our complacency was restored by "Osterley" who says: "I have tried to give this the Goethe-ish feeling the piece inspires. It is very reminiscent of *Faust*," and by "Duo," who writes a perfect German letter, noting the Goethe flavour of the verses, even to the *sud-deutsch* rhyme—*Gluck* and *Himmelsgeschick*.

A very few translators thought *Köter* a name; one or two made no attempt at rhyming; and poor "Pices" went down by missing out an entire line.

(*Continued on page* 730)

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" Katty Ann " and " H. R." send *hors concours* versions of Sully Prudhomme's poem. Had they arrived last month, they would both have been in Class I.

We acknowledge 8d. in stamps from " Dane."

We had the following amusing note from " Jet " : " May I venture to say in connexion with your notes on last month's competition that ' H. S. W.,' in shirking a poet's licence to use bad natural history, seems to be in need of a licence from some authority, either the magistrates or the Chemical Society, if he is to be allowed to speak of a product of *distillation* as a *brew*."

A Prize of Two Guineas is offered for the best translation into English of the following passage from " La Esclava del Senor " by Ramon María Tenreiro :

Faltaban unos minutos para las diez. La señora del primer piso cerraba el portal a las nueve y media, y a aquella hora, ya debían estar acostadas sirvienta y ama. Sin embargo, nos espantábamos de que pudieran oirnos bajar. Ibamos cogidas al pasamano, cerrada la linterna, conteniendo el aliento y temblando de miedo cada vez que un peldaño crujía bajo nuestras plantas. Respiramos ya más tranquilas al vernos en el portal. Sin dificultad abrimos la puerta del escritorio, lo cruzamos calladamente, salimos al patio y lo atravesamos con grandes precauciones, temerosas de que pudiera oirnos la criada de la vecina, cuya alcoba abría su ventana sobre nuestras cabezas. Por fortuna, en aquel momento llovía recio, y el choque de la lluvia contra las losas del suelo, acallaba el rumor de nuestros pasos. Sólo entornada habíamos dejado por la mañana la puerta que communicaba con el almacén, asi que, con empujarla, nos encontramos ye dentro de él. Volvimos a arrimar calladamente la hoja de la puerta, después de haber entrado, y entreabrí la linterna, para que un hilo de luz guiara nuestros pasos por aquel tenebroso laberinto de cajones, toneles y fardos.

El tenue resplandor del farolito creaba a nuestro alrededor una estrecha esfera penumbrosa que se iba trasladando con nosotras a través de la negra caverna del almacén. En ella entreveiamos las losas del pavimento, humedas y sucias, pardos montones de sacos como lomos de bestias disformes, castilletes de barriles, rimeros de cajas, borrosas siluetas de cosas inciertas y sin nombre que salían a nuestro encuentro desde el fondo de la general tiniebla ; negras sombras medrosas que se arrastraban por el suelo y se encaramaban por las pilas de mercancías al paso de nuestra linterna. Llegadas al extremo del almacén, introduje la llave en la cerradura y la hice girar con gran cuidado ; de igual modo descorrí los cerrojos ; la puerta se abrió sin ruido alguno.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries, which must be accompanied by the coupon printed on page 754, must reach the office by the first post, on October 15, 1929, addressed " PRIZE EDITOR," The Journal of Education and School World, 3 *Ludgate Broadway, London, E.C. 4.*

Prize Essay Competition

ENGLISH COMPOSITION

The Editors hereby offer three prizes—a first, a second, and a third, in books to be chosen by the successful competitors to the value of £1 1s., 12s. 6d., and 7s. 6d., catalogue price respectively—for the best essays written in English by boys or girls attending any secondary school in Great Britain or Ireland. Not more than three essays should be sent in from any one school, the selection at this stage being made by the form-masters or mistresses concerned. The final awards will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

Accurate grammar and spelling ; clear and pointed statement ; sound information ; apt illustration ; a reasonably wide vocabulary ; logical development—are some of the qualities to be looked for in a good school essay. " Fine writing " should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

Essays for this competition are due on October 10.

On the outside cover of the essay should be written :

1. The candidate's full name in block letters ;
2. The name and address of the Candidate's school ;
3. A declaration signed by the head of the school that the essay is the *bona fide* unaided work of the Candidate.

On top left-hand corner of the envelope containing the essay (or essays) should be written " Essay," and it should be posted to :

MR. WILLIAM RICE,
" The Journal of Education and School World,"
Three Ludgate Broadway, London, E.C. 4.

SUMMER SCHOOL OF SPANISH, 1929.—The tenth annual Summer School of Spanish of the University of Liverpool was held at Santander from August 3rd to August 30th, a preliminary course having been conducted during the preceding fortnight. The record attendance of 1928 was well maintained, eighty members enrolling for a part or the whole of the school. The substantial reductions in fares conceded to members of the school for the first time by the railway companies no doubt contributed in part to the excellent attendance. The course was directed throughout by Prof. Allison Peers. Among the regular courses given, in addition to the morning classes, were series on " Practical Spanish Phonetics and Some Problems in the Teaching of Spanish," " Instituciones de la España actual," and " Spanish Prose Translation." Two parallel course of ten lectures each on Spanish history and Spanish literature from 1700 to 1898 completed a three-year course in these subjects from the earliest times to the Spanish-American War. Evening lectures were arranged by the Sociedad Menendez y Pelayo for the Summer School, and the Colegio Mayor of the University of Valladolid, with whose students the members of the school fraternized to the common advantage.

* * *

NATIONAL COUNCIL OF EDUCATION FOR WALES.—At the half-yearly meeting of the Central Welsh Board, Alderman William George said nothing had come of the report of the Departmental Committee which ten years ago recommended that it was desirable that Wales should have a National Council to control all forms of education. It is now proposed to set up a joint committee of the University Court, the Central Welsh Board, and the Federation of Welsh Education Committees to consider that Report.

* * *

A speech on Welsh in the schools made at the last speech day at Llandovery Public School by the Archbishop of Wales has aroused a great deal of controversy. The plea was that Welsh should not be a compulsory subject, but should be included only after the consent of parents had been obtained. The commercial value of the language should be considered.

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LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4.

Internationalism in Education

The spread of the spirit of internationalism in education is undoubtedly one of the signs of the times in which we live. Let us recall a few of the most recent events which exemplify this statement. The summer which has just ended has witnessed the third World Conference on Adult Education, held at Cambridge, and attended by four hundred persons from forty-six countries, sixty-six of them officially representing their respective governments. This summer has seen also the biennial conference, held at Geneva, of the World Federation of Educational Associations, with fifteen hundred delegates from forty-eight nationalities. It has seen an international conference on Commercial Education, held at Amsterdam, and attended by over 600 delegates from thirty-three countries. And it has seen the fifth international conference, held at Elsinore, of the New Education Fellowship—a conference which we understand to have been as crowded and successful as any. The list could be lengthened, but these instances are enough to exemplify the point we have in mind.

Even a bare recital of some of the topics discussed, naturally wide as the world in their scope and variety, is not without its interest. The adult educationists at Cambridge went to the roots of their particular matter by discussing the basic principles of adult education; and they faced besides the question of adult education and the industrial worker, and the relation of humanistic to technical instruction. The Geneva conference must have pretty well boxed the educational compass, for in its nineteen sections it dealt with matters so far apart as "the international aspects of school administration" and "the unusual child," "home and school," and "rural life," "social adjustment," and "library service," "the Press" and "practical education as distinguished from vocational work," "the history of

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labour," and "international co-operation and goodwill"—not to speak of school and college education in most of its branches, a Pestalozzi play and a Dalcroze eurhythmic celebration. The Amsterdam conference, as befitted its more definite aims, discussed the more strictly related questions of "the interests of commercial employees in commercial education," "the training of the business administrator," and "the social and economic implications of education for business." The gathering at Elsinore addressed itself to the discussion of the newer and humaner views of child nurture and training, and therefore the names Dalton, Decroly, Montessori, and so on, were much in evidence, as well as the latest new things in the philosophy and psychology of education.

We have selected only a few of the topics discussed at these conferences. The general impression one gets is that the list of topics at each conference was so long as to be bewildering. But this is a point which really concerns only the individual member of a conference, who deserves to be bewildered if he allows himself to rush from one room to another in an attempt to hear all. He (or more likely she) who determines to miss nothing may end by really missing everything.

But rich and varied feasts of discussion are characteristic of all educational conferences, whether international or national. It is the international aspect of these conferences that constitutes their special interest. In a sense, of course, all education must be national. A school curriculum, for example, must, if rightly conceived, be based upon the life lived by the child outside the school, and that life will not be the same even in neighbouring countries. But an inevitable boundary need not be a high wall which encourages a narrow nationalism. That has been one of the evils of most systems of national education in modern times. Nowhere has the evil been more rampant than in the school text-books of history, which have tended far too much in the direction of national self-satisfaction, and lack of sympathy with other ways and other ideals than ours. That there is a new spirit abroad is clearly shown by the new tendency to come together in international conference, and to try to understand one another. It would be easy to expect too much. In some countries reform comes from above downwards, and in others, like our own, it comes from below upwards; private, voluntary effort always preceding state intervention. We shall never get close similarity, even if it were desirable. But we may get what is far more important, an understanding sympathy which will augur well for the peace of the world and the true progress of mankind.

To turn to a matter closely connected with the subject of this article, we must confess to a feeling of profound regret that, according to the *Educational Survey*, published by the secretariat of the League of Nations, the schools have as yet done little to make known the existence and aims of the League. The official and semi-official paths were made smooth several years ago, and even the Board of Education's "Suggestions to Teachers" contained in its 1927 edition a revised history scheme on world lines, and a very full appendix on the League of Nations. Yet the available evidence shows a widespread ignorance of the subject. So the Board's "Suggestions" can scarcely yet be what it has been called—"a gospel to teachers." It is a curious and an instructive fact that thus far the cultivation of an anti-war spirit among the younger generation in this country has been effected far more by "the pictures" than by all other agencies put together. So we are reminded once more that it is life that educates, and that the school, even at its best, is only one of many educational influences.

It is a heartening fact, however, that whilst the assembly of the League of Nations has been meeting at Geneva, thousands of teachers from scores of countries there and elsewhere have been learning to take the broadest outlook on their work, and to make one of their ultimate aims in education, not merely citizenship, but citizenship of the world.

Occasional Notes

THE question of the setting-up of a National Advisory Council of Education has again been brought into prominence by a memorandum submitted to the recent meeting of the Executive of the Association of Education Committees. In June, 1928, the Executive was instructed to consider and report upon the establishment of a National Advisory Council and upon the constitution and functions of such a Council. The memorandum opens with the reminder that this proposal was advocated in 1895 by the Bryce Commission, and that it is in no sense revolutionary but rather a natural evolution due to the expansion of popular education. It goes on to remark that the President of the Board of Education seeks advice from time to time from *ad hoc* committees appointed to report on special aspects of education, but that these reports tend to become a series of unrelated and unco-ordinated documents which not infrequently bear evidence of internal conflicting opinion. Hence there is need for a representative body to which such reports could with advantage be referred in order to secure connected and authoritative recommendations. Further, as the present Consultative Committee is a nominated body, it is not directly representative of educational interests. A National Advisory Council could focus educational opinion and act as a clearing-house for educational administration. The formation of the Scottish National Council lends significance to this proposal, and Sir Amherst Selby-Bigge is quoted as saying that the idea that the ignorance of ministers and officials may be mitigated, and that domination and bureaucracy should be checked, by a representative body which has a statutory right to offer advice, has considerable vitality.

A National Advisory Council:

THE memorandum is careful to point out that, whatever the constitution of the new Council, the full freedom of access to the Board of Education and the local autonomy of each local authority should in no way be interfered with. Moreover, the President of the Board would be just as free as he is at present to establish consultative and departmental committees for the purpose of seeking advice. The constitution of the Council would be mainly based upon representation of the following bodies: The County Councils Association, the Municipal Corporations Association, the Association of Education Committees, the London County Council,

Constitution and Powers:

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the Association of Directors and Secretaries of Education, together with representatives of the teaching profession, the universities, industry and commerce, and co-opted representatives of educational or social interests not included in the above. Two important recommendations are that the Council should be (*a*) advisory and not executive in character; (*b*) empowered to initiate consideration of educational problems, or to consider such problems as are submitted to it. Reference is also made to the new problems of tremendous import raised by the Hadow Report, and the opinion is expressed that it is doubtful whether all the implications of this epoch-making document are yet realized. Progress will only be effectively secured if the exceedingly grave professional and administrative problems are faced by a representative Council which can advise after statesmanlike review and consideration. It is gently indicated that as this would be a National Advisory Council, the cost of carrying on the work should be defrayed by the Government.

An Unanswerable Case.

WE have previously supported this proposal, and we are glad to observe that what is in our view an unanswerable case has been so cogently set forth by the representatives of the local authorities. The main outlines of the proposed scheme have already received the support of the main associations of teachers, so the matter has evidently reached the stage when it ought to receive the earnest and sympathetic attention of the Board of Education. No serious opposition can, we think, be put up by the latter in the face of the categoric statement that the Council should be advisory and not executive. The Board cannot well object to the offering of advice which it has the power to refuse, though, of course, such advice would come with special force from a body made up of such powerful constituents. We attach considerable importance to the suggestion that the Council should be empowered to initiate proposals on its own account as well as to consider problems submitted to it from above. Such authority would tend to steady the Council and to lead it to realize its responsibility. We do not anticipate much opposition from the House of Commons. It should be clear that the responsibility of the Minister of Education to Parliament is in no way diminished, and that the setting-up of the Council would not interfere with Parliamentary authority. In a word, we hope that all shades of educational opinion will unite in an effort to get the scheme carried through at the earliest possible moment.

Adult Education.

MOST of our readers, even those who have been on holiday, have probably seen the daily newspaper reports of the World Conference on Adult Education, held at Cambridge from August 22 to 29. We have received (from the Office of the Association at 16 Russell Square, W.C. 1) a very convenient report of the conference. This brings together the speakers' own summaries of their addresses, and these brief but clear and pregnant summaries are all presented in English, French, and German. So far as the industrial worker is concerned, the great things in adult education are complete freedom in teaching, diverse types of courses to meet widely varying needs, and teachers who can present their subjects clearly without "talking down" to their students. It is perhaps because the condition as to freedom comes so naturally to the English-speaking peoples that they have so far taken the lead in adult education; but this Conference shows that a great work is being initiated in the thirty-eight countries which are more or less in touch with the World Association. In its freedom from "the poison of the examination spirit" and from the false notion of education as a means of material advancement, the Adult Education movement seems to us likely to influence for good all other forms of education.

Adult Education and the Universities.

THE adult education movement has already reacted on the work and ideals of our universities. Oxford and Cambridge are now less self-contained and less self-centred than when, not many years ago, Dr. Mansbridge, by establishing the Workers' Educational Association, showed a new method of making contact with the workaday world. But was not Dr. Mansbridge somewhat straining the truth and depreciating his own services in suggesting that the older universities had never lost their creative power and had never let fall the torch of learning which it was their privilege to bear? Without commenting on past history, would it not have been more to the point to say that the universities are continually running this risk, and that one safeguard is living contact with the intellectual needs of the working classes?

Free Secondary Education in Scotland:

THE judgment given by Sheriff Malcolm in Dundee Sheriff Court regarding the right of parents to free secondary education for their children, if qualified by age and standard of attainment, brings appreciably nearer the universal provision of free secondary schools in Scotland. The obvious intention of the Education (Scotland) Act of 1918, as the Sheriff points out in his note, was "to place the whole education, primary, intermediate, and secondary, on a co-ordinated basis, and to make it all free." This would have been realized if the Scottish Education Department, acting *ultra vires*, had not failed to require education authorities like Dundee, which had only fee-paying secondary schools, to submit, and give effect to, a proper scheme. At various times since 1919 individual parents in different parts of Scotland have insisted on their rights, and always hitherto the authorities concerned have considered it discreet to get the matter settled on a compromise that satisfied the claimants.

An Important Decision.

BUT Dundee Authority refused satisfaction in the case of three pupils who had passed the qualifying examination, and the case came into the Sheriff's Court, where judgment has been given against it, not merely in the special cases, but in regard to its failure to satisfy the requirements of the 1918 Act. The Sheriff declares that the Authority was bound by that Act to submit a scheme for the provision of all forms of school education without payment of fees within twelve months after the appointed day in 1919, that it had not yet submitted such a scheme, and that it was bound to make adequate provision throughout their area of all forms of primary, intermediate, and secondary education in day schools without payment of fees, and must now submit the necessary scheme to the Scottish Education Department within four months. The Dundee Authority, confronted with this situation, has carried the case to the Court of Session for a higher judgment.

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Scotland and Post-primary Education:

SCOTTISH education authorities have only seven months in office before they give way to the new education committees of the county councils. But the need to make provision for the raising of the school age by 1931 will keep them busy till the day of extinction. The problems raised by the extension of age primarily concern building, but questions of policy inevitably rise at the same time. The extra year of school makes possible, for the first time, a really adequate three years' course of instruction beyond the elementary stage for the majority of the scholars. Are these three years to be spent in special advanced division schools in which those leaving at 15 will be segregated, or are advanced division pupils to be housed under the same roof as the secondary pupils? The latter, which is more in accordance with Scottish tradition than what has seemed to be the Education Department's policy in recent years (indicated, for example, by the separation of elementary and secondary codes), is favoured by some of the more go-ahead authorities.

Some Developments.

JUST last month, Mr. McKechnie, the Secretary of the Department, took part in the opening of a new technical and high school in Fifeshire which provides all types of post-primary education under one head, and spoke strongly in favour of alternative curricula at the secondary stage. Another authority in the West of Scotland has gone one better. It has brought into its secondary schools not only advanced division scholars and secondary scholars, but also a considerable number of the feebler folk unfit to pass the qualifying examination, which is the passport to post-primary education in its different forms. Apart from the question of administrative soundness, the idea behind the move is right. It is not merely the scholars who can pass examinations who need an education in the adolescent years to fit them for the business of life, but every scholar whatever his intellectual rank. Whether other authorities follow this example or not, they will be compelled by the raising of the school age to give it serious consideration.

The School Certificate Examination:

ABOUT three years ago we printed a long letter on the subject of the School Certificate, from a correspondent signing himself "Marchwithian," and in a later issue a sympathetic comment by Mr. P. H. Prideaux. The subject dropped for a year, and was then renewed by "Marchwithian" and again by Mr. Prideaux. Many of our readers must have been struck, not only by "Marchwithian's" obviously intimate knowledge of what he was writing about, but also by the practical, definite, and perfectly simple remedy he proposed for the widely-acknowledged evils of the School Certificate Examination as it stands. When he wrote the letters which we published, "Marchwithian" still held an important official position from which he has since retired. He is now therefore at liberty to drop the pseudonym, and he turns out to be Dr. Wm. Edwards, who for thirty-eight years was one of H.M. Inspectors of Schools, and then for eleven years Chief Inspector and Examinations Secretary of the Central Welsh Board, and during the last six of those years a member of the Secondary School Examinations Council. No wonder, therefore, that his letters were so obviously the work of one who knows! The letters, with further comments, are now issued in pamphlet form, under the title: "The Secondary School Certificate Examination: A New Proposal." The pamphlet may be obtained (post free, 4½d.), from the author, whose address is 7 Courtland Terrace, Merthyr Tydfil.

Dr. Edwards's Proposal.

IN brief, Dr. Edwards's proposal is that a School Certificate be issued to every pupil presented for examination, and that on it information be given as to the value of his work in every subject examined. It is unnecessary to state here the advantages which are, on the whole we think justly, claimed for this proposal, because the interested reader ought to procure the pamphlet. The more obvious objections are successfully met by Dr. Edwards. As Mr. Prideaux says, the certificate would record the facts, and all the facts, without possibility of misrepresentation or suppression. The universities and other interested bodies would make their own conditions as to acceptance of the certificate as evidence of a sufficient general education. For ourselves, we should be glad if Dr. Edwards would apply his mind to the problem of a working compromise between a purely external and a purely internal or school examination. If students in training colleges and technical schools can be examined by their own teachers, with external assessors to see fair play and to maintain approximately even standards, why cannot the same principle be applied to secondary schools? Never will the secondary schools achieve the freedom that is their right so long as the purely external examination remains.

University of London.

LONDON UNIVERSITY has been fortunate in securing through the Crown nominees to the Court the assistance of four members of personal distinction and great administrative experience. The announcement of the names should remove any lingering suspicions of ulterior motives. If there were any desire on the part of the Government to force State control on our universities, this would not be the way to set about the task. The Rt. Hon. H. P. Macmillan, one of the Crown nominees, has been elected Chairman of the Court, a position of great responsibility for which he is well qualified, and his election may be accepted as a guarantee of the impartial administration of the public subsidies to university education in London. By internal agreement, two of the six members of the Court elected by the Senate, Dr. Scott Lidgett and Dr. Graham Little, have been selected from the Convocation representatives on the Senate. This arrangement, conjoined with the election of Dr. Scott Lidgett as Deputy Vice-Chancellor, indicates that the external and graduate interests will receive fair treatment under the new constitution.

Changes in Local Government.

THE new Local Government Act, to come into force on April 1 next year, will have repercussions on educational administration. Not only will there be adjustments of local administrative areas and variations in rating, from which education may, in the long run, gain or lose, but the scope of the work of local education authorities will be increased in respect of poor law children. If the effect is to merge these children in the general school population, it will be for their good and, we may hope, not to the disadvantage of

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our elementary schools. Further, it is probable that the education authorities will obtain new responsibilities towards children under three. There will doubtless be a general quickening of local life when the new Act comes into force. The abolition of the School Boards by the Education Act of 1902 sounded the knell of *ad hoc* authorities. The special poor law authorities will probably be less regretted than the school boards.

Classics in the North.

WE have received from the Northumberland and Durham Classical Association a little brochure entitled "A Second Record," being the second account published by the society of its activities since its foundation in 1912. It is a pleasure to note the existence of so virile an association devoted to classical studies. The papers read before it at its various meetings embrace a far wider scope than that of mere literary interests. The latter are, of course, well represented, but the virility of the Association is shown also by its interests in history and archaeology, and, more especially, by such things as travel in modern Greece and such modern problems as methods of teaching Latin in our schools to-day. In addition to the papers read before it and discussions at its regular meetings, we read of organized expeditions to Roman sites and recent excavations in its neighbourhood. Such activities as these bespeak a genuine interest in things classical, and such societies as the Northumberland and Durham Classical Association are doing a real service to education by encouraging and keeping such interests alive. Long may it continue to do so!

German and the Schools.

THE neglect of German in most secondary schools has for some time been a source of concern to many, who will welcome the recent issue by the Board of Education of a pamphlet on "The Position of German in Grant-aided Secondary Schools in England." It proves by statistics based on returns from 1,195 schools that the number of schools providing instruction in German is small; indeed, out of forty-eight county areas there are as many as seventeen, comprising 175 schools, in which no grant-earning school includes German in its curriculum at any stage. (It may be noted the highest place is occupied by the County of Middlesex; in thirty-one of its forty-six schools there is instruction in German.) The remedy for this state of things lies mainly in educating public opinion to the great value, from a literary and a practical point of view, of a knowledge of German. Latin, which is in many cases the rival of German as second foreign language, has a great advantage in being supported by the requirements of the universities which make it a compulsory subject for those students who are proposing to take a degree in arts; but, as is pointed out in the pamphlet, only a small minority of secondary school pupils proceed to a university, and these requirements constitute no adequate reason why German should be neglected. Very valuable is the recommendation that some schools in each district should agree to make German the first foreign language taught, an arrangement for which strong arguments can be adduced.

BEFORE this issue of the *Journal* reaches our readers school work will again be in full swing after the summer recess, and many teachers will be thinking of the particular ways in which they will refresh themselves mentally by means of evening lectures and classes.

Lectures and Classes for Teachers.

For teachers in and around London we observe that a rich variety of courses is provided, including (we select a few at random) courses in modern literature, art in everyday life, infant care, geography and travel, the teaching of mathematics and in particular of school geometry, musical appreciation, the curriculum of the new senior (11 +) school, and so on. The lecturers include so many distinguished persons that it would be invidious to select a few for special mention. Any person engaged in teaching in London, Croydon, Kent, or Middlesex is eligible for admission at fees which average less than 1s. a lecture. Other teachers are admitted at fees 50 per cent higher. That the courses are found useful and interesting is shown by the fact that last year the entries exceeded 14,000. The handbook for the session 1929–30 runs to eighty pages, and may be obtained from the Education Office, County Hall, S.E. 1.

Broadcasting.

THE B.B.C. programme of talks and lectures for the period September to December, 1929, is set forth in a useful pamphlet devoted to these matters only, to the exclusion of musical and other items of the full daily programmes. The number and kind of talks are at first sight rather bewildering, but order is introduced into the apparent chaos by a two-page plan in the middle of the pamphlet. The affairs of the household, including the relations of parents and children, are discussed at 10.45 a.m.—when the children themselves are not there. Literary and dramatic and musical criticism comes at 7 p.m., and talks on language, history, science, and so on, still later. Two classes of listeners seem to us likely to be most interested: those who are ignorant of the subject and want guidance in their reading; and those who know the subject and listen critically. The really dangerous people are those who merely listen and then think that they know the subject. Such people we have always with us, but the B.B.C. gives them a mighty opportunity. These talks must, however, be a boon to the people, teachers included, who live in remote country districts.

Wales and the B.B.C.

THERE has been something of a stir in Wales owing to the failure of the B.B.C. to develop the Cardiff station as a regional high-power station to cover the whole of Wales. It is pointed out that no Welsh body—educational, social, or cultural—is represented on the Central Council for School Broadcasting, whereas seats on that Council have been assigned to representatives of the Scottish Education Department, the Educational Institute of Scotland, and the Ministry of Education for Northern Ireland. The Council has decided that local broadcasts to schools shall be discontinued and that all stations, except in Scotland, shall continue to relay courses from London and Daventry. Two or three years ago the Departmental Committee (Board of Education) registered a very definite and emphatic protest against the neglect of the Welsh language and the wishes of Welsh listeners. At that time the B.B.C. made a spirited defence. Now the excuse put forward is that the topography of Wales makes it impossible to provide a single high-power station for Wales. But the B.B.C. handbook for 1929 says, "In equalizing oppor-

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tunities for all countries, classes, and conditions of men of hearing the best of culture and entertainment, surely broadcasting can at the same time foster local divergencies, keep alive the memory of historical associations, and impart into its programmes the colour derived from romantic ceremonies and dialect survivals." Having imposed upon itself this high aim it is felt that the B.B.C. cannot for long allow a purely technical difficulty to stand in the way

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"Towards Education at The Top."

THE address delivered by Sir Max Bonn at the annual conference of the Association for Education in Industry and Commerce is of interest to a far wider public than that which formed his actual audience. The Association came into being in 1919, at a time when continued education at the "productivity end" was promised by the Act of 1918, and to that problem the Association's first activities were directed. Then came the "world slump of 1922–3," and it was realized that productivity or "output" was only one of the main problems of industrial efficiency, and that "distribution and salesmanship are the finer arts of business." We pass over what Sir Max has to say in this connexion about advertising and the instalment system, and we come to his discussion of management and "education at the top." Here he is clear that "personality and character, which are essentially natural gifts, are the qualities we are seeking. Specialized study, and knowledge acquired by experience, may assist in their fuller development; by themselves they can do but little." Whether university training is of high value for the highest functions of management depends upon the extent to which, as opposed to other forms of training, it brings out and strengthens those personal qualities which the speaker emphasized. In more senses than one the carefully considered views of a man in Sir Max Bonn's position are of great interest to teachers.

School Strikes.

IT is disquieting to find that trouble has arisen in various parts of the country because, consequent on reorganization, children have been allocated to schools other than those they have been accustomed to attend. At Watford many parents are objecting to a reorganization scheme which separates boys from girls at the age of 8, chiefly on the ground that some children will be obliged to walk long distances four times daily. In East Ham we hear of 1,200 children "on strike" for the same reason. Indignant parents say that they are thinking of the winter, when quite small children will have to walk a mile or more through fog, rain, or snow. The reply of the education authorities is that these schemes have been adopted for the educational advantage of the children, and that when parents realize this the opposition will die a natural death. Nevertheless it would be far better if the opposition could, so to speak, be overcome before it manifests itself. Other districts, including Bradford and Swansea, are also becoming restless, and it might be good policy to call meetings of parents, at which the contemplated changes could be discussed in friendly fashion before they are carried out. It is inevitable that under the reorganization, especially that which is concerned with children over 11, difficulties will arise, but these difficulties ought to be foreseen and minimized as far as possible. We feel sure that parents, although a famous headmaster once said that they were never reasonable, will realize that new times and a new conception of adolescent education demand new measures, and we trust that educationists will not, in their zeal for reform, forget to take into account the convenience, and even the prejudices of the average parent.

The Universities and Business.

THE increasing importance attached to university training as a preliminary to a business career has found expression in various quarters lately, and we are interested to note that the subject again came up at the conference of the Incorporated Secretaries' Association, held at Cambridge last month. Mr. F. W. Goodenough, chairman of the Government Committee on Education for Salesmanship, said that the great need of British trade was increased efficiency in the marketing of the products of our factories and workshops, and he added that the essential principles of commerce were that it should be conducted not as a contest between men out to best each other, but as a form of mutual service conducted for the reasonable profit of both parties. Mr. D. V. Guy, the assistant secretary of the Cambridge University Appointments Board, spoke of the notable increase in the number of university men going into business, and pointed out that to-day about 33 per cent of Cambridge graduates adopted a commercial career. There is, we think, an inevitable connexion between these two speeches. Together with a higher valuation put on a business career and a broader conception of the qualities needed for success comes a recognition of the desirability of careful preparation—not technical only, but general in character. The growth of such ideas should benefit both the universities and business, and should dispose of the fallacy that to send a boy who is destined for business to the university is waste of time.

Choice of Careers.

WE are informed by the Ministry of Labour that the Ministry is issuing, in conjunction with the Associations of Headmasters and Headmistresses of Secondary Schools, a series of pamphlets for the guidance of persons concerned in advising boys and girls leaving such schools on the choice of a suitable career. As at present proposed, the series is to include about thirty pamphlets on the principal professions and occupations which are suitable for, and likely to attract, secondary school boys and girls. Those on (1) chemistry and physics, (2) pharmacy, (3) veterinary surgery, (4) surveying, land and estate agency, and auctioneering, and (5) architecture, have already been issued. Further pamphlets will be produced at short intervals during the next year or two. The pamphlets are obtainable from H.M. Stationery Office, or through any bookseller. They are sold at twopence each, except that on pharmacy, for which the price is one penny. The problem of vocational guidance is coming more and more to the front, and these carefully and authoritatively compiled pamphlets should do much to help the several parties concerned.

Teachers as Men and Women.

WE noticed the other day a statement to the effect that most teachers find all they want in their daily work; that they are not interested in educational theory or in the reasons for the things they do in their class-rooms day by day; and that this deplorable lack of interest in principles makes them mere empirics when they ought to be professional workers in

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the real sense. There may be some force in this, but would not such a close devotion to "shop as is here implied tend to make of the teacher a being even further removed from the world than he is at present? The ordinary man already regards the teacher as a creature apart, and it is notorious that many members of the profession are looked upon askance by ordinary folk and are far from being men and women of the world. What is needed is not so much further devotion to purely professional books and interests as a wider outlook and broader sympathies. As a social unit the teacher is frequently not a success. He is either too shy or he lacks the *savoir faire* which others seem to possess. We do not quite know how a change can be brought about—perhaps a good beginning would be to take up some non-professional subject. Curiously enough, many teachers who are intensely interested in boys and girls find adults boring, and this feeling is reciprocated. So long as this kind of thing persists the teacher will not take his proper place in modern society.

Influenza.

SIR GEORGE NEWMAN, in his annual report on Public Health, refers to the epidemic of influenza in the early months of 1929, from which the public schools suffered severely. The type of disease, we are told, was mild, but there is an impression that hearing troubles more frequently resulted than usual. Inoculation appears to confer a certain measure of immunity, but the highest medical authorities stress the importance of simple measures, such as going to bed and proper ventilation. The Ministry also recommends grape fruit, oranges, and copious draughts of lemonade. Some useful information is given in the report regarding the purification of the water of swimming baths.

Broadcasting to Schools

BY A CORRESPONDENT

A WIDELY varied programme of broadcast talks for schools during the autumn term has been issued by the British Broadcasting Corporation. The arrangements are in the hands of the Central Council for School Broadcasting, of which the work is assisted by a subsidy from the Trustees of the Carnegie Foundation. Among the members of the Council are Dr. Nunn, Mr. G. T. Hankin of the Board of Education, Miss Mercier, and other well-known educationists. The Council works through sub-committees for each subject. These have recently been extended to cover a wider range of subjects and a number of the courses are now offered for the first time.

Wisely, the Council does not consider that its function has ceased with the provision of the broadcast talks. Just as the Adult Education Section makes provision for further study by the issue of pamphlets and through its Discussion Circles, the Central Council provides pamphlets, each dealing with a specific subject and prepared by the lecturer, in which are summaries of the lectures, sets of questions on each lecture and lists of books of a suitable character for further study.

A course designed especially for the needs of rural schools, which deserves every encouragement, is that on "Rural Survey" and "Farming" by Miss Charlotte Simpson and Dr. B. A. Keen, of Rothamsted. It will cover three terms. The lecturers aim at arousing interest in the problems of the countryside, not only among the children, but among their elders. This pamphlet is more than an ephemeral guide to the lectures, but is worth preservation as a stimulus to continuous observation. A series of "Readings and Talks," rather different in type to the other courses, has been specially prepared for secondary schools. It covers a wide range—from the Classics to air navigation, and also current topics such as peace, internationalism, Geneva, and so forth.

Among the pamphlets covering the new courses, at the risk of making invidious distinctions, a word of praise must be spoken in favour of Miss Rhoda Power's "The Middle Ages," being the first term's work in the series "The Days of Old." The illustrations which are most illuminating, and often, be it added, quaint, have been drawn from contemporary material by Miss Elinor Lambert and others. The lectures consist of stories constructed from contemporary sources. They deal with life and culture rather than events. Old customs, feast-days and festivals figure largely. Another series which calls for mention, if only for the breadth of vision with which it has been planned, is that on "Peoples of the World and their Homes," for which the scheme has been drawn up by Prof. H. J. Fleure. It is a composite course in that a number of travellers have been invited to lecture upon people with whom they are intimately accquainted. Thus the Rt. Hon. W. Ormsby-Gore will lecture on the Nigerians, Major W. T. Blake on the Arabs, Mrs. Rishbeth (Kathleen Haddon) on the Australians, Captain Hilton-Simpson on Algeria, and so forth. This pamphlet has an excellent series of illustrations of racial types.

Much as they deserve extended notice, a brief mention must suffice for the remaining courses and their attendant pamphlets—"Nature Study," by Clotilde von Wyss, which at every point stimulates and inculcates individual observation; "Music Lessons," by Sir Walford Davies, entertaining, original and delightful as always, with an eye to the respective needs of senior and junior scholars, and "Elementary French" specially designed for the Central School by M. E. M. Stéphan, of University College, London.

The whole series of pamphlets is one which teachers will find useful and stimulating, even if they are unable to arrange to take advantage of the broadcast talks. The bibliographies and suggestions, to which attention has already been called, are a most valuable aid to study.

BATTERSEA POLYTECHNIC.—We have received from the Battersea Polytechnic, London, S.W. 11, several calendars each referring to a separate department of that institute's activities; thus, one deals with evening courses, another with the domestic science courses, another the technical courses for day students, and so on. The courses provided prepare students for the University of London degree examinations in science, engineering, and music, and for the Polytechnic diplomas in various subjects, while they are recognized by the Board of Education and the Institutions of Mechanical and Electrical Engineers for the award of National Diplomas.

* * *

YPRES BRITISH SCHOOL.—It is now four months since the Ypres British School was opened to give a British education to the children of the British employees engaged in the large war cemeteries in and around Ypres. The pupils number forty-three boys and thirty-three girls, and free transport to the school is provided by the Imperial War Graves Commission. Funds are still needed for the maintenance of the school. Lieut.-General Sir William Pulteney, the honorary secretary, in the first annual report of the school, stresses its services to the British citizens in the salient, and appeals for further support. The Treasurer is Mr. E. L. Vaughan, The Marshes, Wilbrook, Eton.

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Educational Science at the British Association

By ONLOOKER

AN especially warm welcome was extended to the members of the British Association when they met for the first part of their annual meeting, towards the end of July last, at the University of Cape Town. The buildings, situated some six miles from Cape Town, on a site provided mainly by the munificence of Mr. Otto Beit and Sir Julius Wernher, are not complete, but they are arranged in long terraces on the wooded slope of Table Mountain at Groote Schuur, and they overlook spacious playing fields and gardens, affording at the same time an extended view of some thirty miles over a flat plain to the mountains beyond. Most appropriately, the magnificent memorial to Cecil Rhodes, facing the up-country view, is adjacent to the University. The generous hospitality provided, and the friendship offered, made members quickly feel at home, even though 6,000 miles from the Old Country, apart from the delight of meeting so many old friends now resident in South Africa. Most interesting, too, was the evidence of the great developments in the organization and provision of university and other forms of education made since the previous Association visit in 1905.

The first session of the Education Science Section was given to "General Educational Problems in South Africa." Dr. E. G. Malherbe opened with an outstanding paper, "Education and the Poor White." This grave problem is at present being investigated thoroughly by a Research Committee, of which Dr. Malherbe is a member, financed by the Carnegie Corporation. He defined the poor white as "not merely a poor person, but one who has a mental attitude towards life, owing to lack of intelligence, temperamental defects, or physiological conditions, which prevents him from rising to, or maintaining, a decent standard of living when exposed to the economic forces around him." Continuing, he said that "the education of the past, by being either too scanty or not of the right kind, was not a sufficient prophylaxis to safeguard a large section of the rural population against economic and social degeneration, particularly during a period of economic transition when the old patriarchal regime broke down and a new commercialized regime came over the country and demanded new adaptations." The second part of the paper, of which the following are extracts, dealt with the educational implications. "We have not found a single poor white who has had an education beyond the VI standard—few who had received industrial training were working at their original trade." "Where a man has had a secondary education —although inadequate—he does not allow himself to be caught in the poor white fabricating process."

"I find a positive correlation between the percentage of children going on to secondary education and the economic condition of certain groups of districts." "The system of education has been the result of successive superimpositions of system or bits of systems from without—it never had a direct contact with life."

"Industrial and vocational education were looked upon as *the* education particularly suitable to the needs of the destitute, the mentally deficient, and the delinquent. These stigmata are now wearing off."

Owing to the lamentable death of Dr. W. J. Viljoen (Cape Town), his paper, "The Small Rural School," was read by Dr. S. H. Skaife. The paper stated that the problem of the rural school is more acute in young countries than in older and more settled countries; emphasis was laid on the fact that efforts must be made to lessen the disparity in educational opportunity between the town child and the country child. The best solution is to centralize rural school facilities. In schools of this type the classes should be grouped and the curriculum reduced to essentials. A modified form of the "Dalton Plan" will probably prove to be the best solution. The small rural school should be related as closely as possible to its environment. The "project plan" can be effectively employed. "Club work, on the American lines," is also very valuable.

Dr. C. G. Cillie, of the University of Stellenbosch, gave the third paper on "The Historical Survey of Bilingualism in South Africa with its Educational Implications." He expressed the view that there was sufficient evidence to show that the intention was, in the early days, to Anglicize the Dutch inhabitants. Gradually everybody came to consider education, or at least schooling, as synonymous with learning to speak and to write English. It was a rare privilege, and certainly a great experience, to learn one's mother-tongue through a foreign language—a privilege and experience enjoyed, as far as one knows, only by young Dutch-speaking South Africans. The Milner regime in the Transvaal and Orange Free State after the War, which had practically banished the mother-tongue of the Boer people from the schools, roused the Dutch in the Cape Colony. This resulted in the insertion in the Act of Union in 1909–10 of Clause 137, by which English and Dutch received equal rights as official languages. Practically every child learns both English and Dutch in the primary schools. South Africa is, therefore, trying to be not merely a bilingual country but a bilingual nation. Commercially and culturally English and Afrikaans are not on a footing of equality and consequently the Dutch have all along the line been far more eager to learn the English language than the English to learn Afrikaans. On educational grounds there can be no argument advanced against mother-tongue medium either in a bilingual country or in any other country. But there may be objections on other grounds. There may be a dearth of suitable teachers who know the vernacular. There may be no text-books in the language, or the language may not be sufficiently developed to teach through it. The ruling nation may be afraid lest the allowing of two or more language groups might land them in all manner of political difficulties. The American policy of Americanization is a good example of this. Rhodesia furnishes another example.

On the second day a joint session was held with the Psychology Section and papers were read on "Psychological" Tests in relation to Educational and Vocational Guidance. Prof. H. A. Reyburn pointed out that it was not necessary to say that the tests measured intelligence or anything else that had a name. What they measured was probability of school success. The correspondence between test results and school results was sufficiently high to justify their use when certain disturbing factors had been eliminated. These intelligence tests could be treated as a measure of a central factor pervading all the activities dealt with in the tests. Whether this general factor—which might be called general intelligence—was independent of home environment and training was not quite certain.

Dr. C. S. Myers followed with a paper which was the joint work of himself and Mr. F. M. Earle, and which considered the use of tests in vocational guidance. He said, "The importance of the choice of a suitable career or occupation is receiving increasing recognition. Occupational maladjustment is only too apt to lead to delinquency, nervous breakdown, or social unrest. Interest is an insufficient guide to a vocation; it does not always indicate adequate ability and it is often based upon illusory notions as to the true nature and working conditions of the career. To be effective, vocational guidance must rest on knowledge of the qualities required for success, and of the opportunities and prospects in different occupations. In estimating general intelligence and specific capacities mental tests are almost indispensable." Dr. Myers then dealt briefly with the investigations carried out in this field by the Industrial Fatigue Research Board and the National Institute of Industrial Psychology and with the tests used. General ability was tested by means of general intelligence tests,

(*Continued on page 744*)

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the results of which were considered in conjunction with those of tests of special ability.

"Among the tests we have selected for use in vocational guidance," he continued, "are tests of ability to assemble simple machines, to do arithmetical computations and various school subjects (spelling, &c.), to write and draw, to typewrite, to use the hands with speed and accuracy in movements of precision, and the like. In our use of tests in vocational guidance, two questions have arisen: (*a*) How far do such tests really help in the study of human abilities? (*b*) How much better is the advice based upon such studies than advice based on other considerations? It may be positively asserted that without psychological tests the practical advice given by the vocational adviser would be much less definite and much less confident than it is becoming to-day. Instead of vaguely suggesting that a boy should become a farmer because he likes an outdoor life, or an accountant because he likes figures, the aim now is to find some valid evidence of ability for farming or accountancy. On the question of value of advice there is clear evidence that guidance given after a detailed study of the child, in which psychological tests form the principal feature of the procedure, tends to promote a happier and more efficient individual."

Dr. S. Dawson in the third paper maintained that psychological tests have so far played no very important part in education in Great Britain. Their use had scarcely passed the experimental stage. Practically the only tests that had proved useful were the intelligence tests. The others were little more than laboratory curiosities. Intelligence tests had produced a mass of information and raised a crop of problems. He drew a distinction between testing capacity, or natural mental endowment, and testing acquired ability, which was capacity plus experience and training. It was when we tried to test capacity, that we came up against difficulties. The terms surviving from the old faculty psychology—intelligence, memory, attention, and so forth—were an embarrassment. They suggested entities that were to be measured, whereas what one really tried to do to-day was to examine and record the results of the subject's behaviour when he performed tasks in which he was supposed to be remembering, attending, or acting intelligently. There was much doubt as to whether the intelligence of adults could be tested. "It may be true that the average mental age of the American army was not more than 14 years according to group tests, but it is possible that the tests, being unsuitable, did not really tap their intelligence."

The first business at the third session was the presidential address by Dr. C. W. Kimmins on "Modern Movements in Education," of which a full report appeared in the August issue of this *Journal*. Then followed three most interesting papers on "Examinations and the Secondary Schools." It was made quite clear that the examinations problems in South Africa and England are similar, and that the views of teachers and administrators in South Africa on the requirements in modification of the existing system are closely related to those now expressed in England.

Mr. J. L. Holland dealt with "Examinations leading to the Secondary School." He discussed the group of examinations which had been established by the local education authorities in England and Wales for the free admission of ex-elementary school pupils to the public secondary schools. At the present time nearly 40,000 children are selected each year for free secondary education, that is, about one in every nine elementary school children of the appropriate age. Examinations are imperfect instruments, but he submitted that an examination to which all the elementary school children of the area have access is the only practicable means of making a reasonably just selection, and one which public opinion will consider fair.

"Local authorities are reorganizing their elementary schools into junior and senior schools, the dividing line being drawn at 11 plus. When this is finished there will be a triple selection to make, namely, for the secondary school, the selective central school (which used to be known as the higher elementary school), and for the senior school. Children whose parents can afford to pay fees will also have to prove their fitness to profit by secondary instruction. It is safe to predict that the area examination will be used to decide all these issues. Our educational history is full of warnings of the mischief done by ill-conceived examinations. Administrators, teachers, and examiners must, therefore, keep these new examinations under perpetual review."

Mr. E. R. Thomas, in his paper on "Examinations in, and at the end of, the Secondary School Course," stressed the importance of arranging for more co-operation between examiners and teachers. "External examinations may be regarded as a necessary evil," he said, "but every effort should be made to minimize the harm they are likely to do to the educational progress of the pupils. Examinations are attainment tests and they pay no attention to the process by which these results have been obtained. It is the process that is important and care should be taken to see that the nature of the training for the examination has not been harmful educationally. A personal interview between the examiner and the pupil should be introduced."

Dr. J. F. Burger followed with an illuminating paper on "Examinations in Secondary Schools in South Africa," which was characterized by vehemence of tone and strong criticism of the examination-ridden educational system. Dr. Burger said that in South Africa the aim of the whole system of education was (until quite recently) to train an intellectual élite—which meant "those possessing knowledge," and not necessarily "those able to make use of it." The system was thus a long educational ladder with the "infant" classes at the bottom and the matriculation examination at the top. "It is plain that no amount of tampering and juggling with the matriculation examination will ever solve the problem of secondary education in South Africa. The only solution for us lies in a complete reorganization of our secondary education followed by a reorganization of our examination system.

"There should be different types of secondary schools. The secondary school will have to cater for pupils entering or preparing for all sorts of professions, which may be divided into three great classes:

"(*a*) Those demanding a high standard of theoretical knowledge and mental power (*e.g.* the 'learned' professions); the course would be a preparation for the university.

"(*b*) Professions requiring a great deal of theoretical knowledge, as well as practical skill (*e.g.* commerce, banking, accountancy, clerical, technical, &c.). Here practical and theoretical work should go hand in hand, and the final examination should consist of a practical as well as a theoretical part.

"(*c*) Those which are eminently practical, which require no great preparation beyond a certain period of apprenticeship, and which pupils of 13 or 14 can enter at once either as apprentices or as qualified workers. The type of secondary school required will be very much like the present continuation schools, and will have to accommodate the bulk of the youth. No final examination should be held here—a certificate of attendance and progress from the principal that the approved course had been taken satisfactorily and a testimonial as to conduct should be sufficient. The only examiner for this type of pupil and this kind of secondary school is life itself."

The session concluded with the presentation by Sir Richard Gregory of the report on "Science and the School Certificate," the work of a sub-committee of the section of which Sir Richard was chairman. In commenting upon the report he made a strong plea, greatly appreciated, for a reform in science teaching. He pointed out that in England less than 4 per cent of the secondary school pupils went to the university, yet the school curriculum was based on university requirements. Of the 55,000 candidates who took the school certificate examination, about 13,000 took chemistry, 13,000 took physics, and about the same number botany. The remainder of the sciences were neglected. "Can

(*Continued on page 746*)

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any one," he asked, "say that if you are going to teach children science, one of these subjects should be selected as an introduction to what nature and the world about us means?" "Instead of making children up to 16 years of age study an arbitrary specialized course, we should really give them a general introduction to science as a whole. Instead of giving inspiration, science as taught was as deadly dull as the old classical teaching. What we really need is a whole reorganization of the teaching of science. Such reorganization would, by presenting science as a whole, make provision for the arts student, whose literary mind could not be interested in a narrow, specialized course."

At the final session at Cape Town Prof. H. B. Fantham dealt with "The Teaching of Biology," more especially with reference to South Africa. "At present," he said, "it is becoming recognized that a knowledge of biology is a necessary part of a liberal education and the present need of trained biologists in the Empire indicates the economic importance of the subject."

In the Cape Province biology is taught in secondary schools to both sexes. As a result of much pressure recently the Transvaal Education Department appointed a composite committee to consider the teaching of science in high schools. Ultimately a three years' course of correlated general science was recommended for high schools, with a divergence into the study of either biological or physical sciences during the fourth and fifth years. This scheme is to be introduced into Transvaal high schools in 1930, and will be a subject for the School Leaving Certificate.

Dr. Fantham concluded by presenting the syllabuses for high schools in the Transvaal in general science (three years' course), and those in biological sciences (two years' course).

Dr. Lilian J. Clarke, in her paper on "The Teaching of Botany in Laboratories and School Gardens," gave a most interesting account of the excellent and unique work done at James Allen's Girls' School, Dulwich, under her organization. Last year over 300 girls at the school had plots in the botany gardens, which have been largely developed and now contain a lane, an oak wood, two ponds, fresh-water marshes, a heath, peat bogs, natural order plots, several salt marshes, a pebble beach, a sand dune, a miniature cornfield, and plots for pollination experiments. As instances of experimental work done she said that girls have grown the same perennials for many years in food solution and have grown fifteen generations of plants that have never been in the soil. The magnitude of the work done, which is voluntary and out of school hours, indicated the enthusiasm aroused by the methods employed. Dr. Clarke exhibited an excellent selection of coloured slides illustrating the development of the gardens.

Sir John Russell then presented the Report for the year of the Committee appointed to consider "The Educational Training of Boys and Girls in Secondary Schools for Overseas Life." This report is one of a series and gave the arguments in favour of a more practical type of education for those pupils "for whom the normal type of school work has little incentive and awakens little response, yet who in after life prove eminently capable of sustained effort, independent thought, self-reliance, and judgment."

The session concluded with the presentation by Dr. C. W. Kimmins of the report of the committee appointed to consider "Formal Training." This was given almost fully in the August issue of this *Journal*.

The next few days were occupied with the journey to Johannesburg, with a break of one day at Kimberley. At Johannesburg the Association received an equally warm welcome and the hospitality offered was complete in every way. The meetings were held in the University of the Witwatersrand.

"Education and the Native Races" was the subject for the first session. Dr. E. H. Brooks opened with a paper on "Native Education in relation to National Policy." He stated that differentiation between native and European education arose chiefly from political causes. In South Africa, as in the Southern States of the United States, the need for native education had constantly to be pleaded. The State was reluctant to make native education either compulsory or free. The spirit and general aims of native education should not be different from educational spirit and aims throughout the world. Any difference could only be justified on the ground that European and native psychology differed radically.

Dr. C. T. Loram's paper on "A National System of Native Education" was read in his unavoidable absence by Mr. J. Rheinallt Jones. He urged the need for: (1) The transfer of native education to the Union Government, and the creation, under the Native Affairs Department, of a sub-department of Native Education, working in co-operation with departments, also to be formed, of Native Health and Agriculture; (2) the division of the country into five administrative units, each in charge of a chief inspector of native education. The whole of the native direct tax of about £1,250,000 should be used for native education, Dr. Loram contended, including agricultural, industrial, and health training, as well as school work.

Mr. P. A. W. Cooke then contributed a paper on "Tribal Education," based chiefly on observations made by the writer himself during a year of field work amongst the Bomvana of the Transkei. This work was undertaken in 1927 with a grant made by the Department of Social Anthropology, University of Cape Town. The Bomvana are a people still in a very backward condition, and the difficult nature of their country has resulted in the persistence of tribal custom in a more or less pure form up to the present time. Part 1 of the paper referred to tribal education as a system and dealt with the social organization and ideals of life of the Bomvana, initiation of boys and girls, specific education (witch doctors, &c.), economic training, and the agents of tribal education.

The second portion of the paper referred to tribal education as a basis for future work. "Education for the adaptation of the tribal native to suit, or conform to, European civilization must be viewed chiefly from the viewpoint of satisfying needs which the native feels himself." Economic, informational or functional, philosophical and religious, and recreational aspects were considered with this reference.

Mr. D. D. T. Jabavu, Lecturer at the Native College, Fort Hare, then gave a striking paper on "Higher Education and the Professional Training of the Bantu." He reviewed the progress made by natives, and pleaded strongly for a Bantu University. The country in his view is in sore need of such professional native men, because the native people can be best served by their own sons and daughters. The actual success achieved in the last decade, Mr. Jabavu contended, proved that given a favourable chance, the Bantu, notwithstanding their brief tradition in civilization and the present lack of cultural social background, had an inherent intellectual ability, which enabled them to reach equality when pitted against the brains of the leading races in modern civilization. "We need a Bantu University with headquarters at Fort Hare, where specialization will be undertaken in Bantu literature and other subjects. Its antennae might be, according to the recommendation of the Loram Committee, a medical school at Johannesburg and also an Industrial School at Durban."

Four papers dealing with "Education and Industry" were given at the second session. Prof. F. Clarke opened with the subject, "Apprenticeship and School." He devoted a good deal of his paper to the central problem of close co-ordination between the Department of Education and organized industry. He described conditions in South Africa which, unlike those in England, facilitated co-ordinated schemes of training, but he said that South African private employers had not reached the standard set by their English and American colleagues in the matter of voluntary gifts of material, equipment, and cash to technical work.

Prof. Clarke, in concluding, said that in evolving from the concept of work a philosophy of education adequate to

(Continued on page 748)

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social and cultural needs as well as to the immediate necessities of industry, the field of the relations between school and industry and the training of apprentices offered a good "laboratory" for experiments. "If," he said, "we can cultivate that fertile spot with the necessary insight and understanding of the factors there may well issue from it a growth wherein we shall find the deep-rooted many-branching synthesis which is the real object of all our search to-day."

Mr. G. Fletcher then contributed a paper on "Some Essays in Education for Industry." For comparison with South Africa he reviewed the developments which had taken place in Ireland. In both countries the staple industry was agriculture, but a curriculum of agricultural education suited to one country would prove unsuitable to the other. South Africa was a growing country and the trend of movement was towards the land. In Ireland it was away from the land. The population had fallen by emigration from over 8,000,000 in 1840 to less than half—and this exodus was mainly from agricultural areas. Hence it was that a form of education exclusively agricultural in rural areas must leave a large proportion of the people unfit to earn a living in towns, except by hard manual labour.

To meet this a comprehensive system of "itinerant" teaching with "winter schools" of agriculture was adopted. This was supplemented by courses of instruction—varying from six weeks to three months or more—in manual instruction in wood, building instruction, and later in commercial subjects, with domestic economy for women.

Dr. S. F. N. Gie, Secretary for Union Education, followed with a paper entitled "Vocational *versus* Other Education in South Africa." He outlined some of the difficulties met with in South Africa. The way in which they had arisen might help to explain the educational evolution of the country and at the same time might serve as a general warning against legislative and administrative educational measures inspired by considerations which had little to do with the true interests of education itself. In the Act of Union it was laid down that education other than higher education should be delegated to provincial control. In later Acts vocational education came to be classed as higher education. The demand for vocational and part-time training was accentuated by social legislation such as the Apprenticeship Act of 1922. The Higher Education Act of 1923 provided the statutory means for the establishment and extension of technical colleges throughout the Union. Undoubtedly vocational training benefited enormously under the Act. There were now eight technical colleges, accommodating 20,000 full and part-time students. The Witwatersrand Technical Institute was the largest of the technical colleges, its activities being spread along the Reef for sixty miles; it included day vocational schools of many types, as well as part-time and correspondence classes. "But a conflict had arisen, for the universities, already six in number, feared that the available State funds for university education would be frittered away on an even larger number of institutions presenting candidates for degrees, and that the standard would be lowered. It would not be easy to find a solution of this conflict, for on the one hand it was difficult to see how technical colleges could simply be classed as secondary schools of a special type, and, on the other hand, it was quite clear that South Africa had enough, and more than enough, university institutions for its needs and resources. Further, the universities were already preponderantly vocational institutions. They trained not only secondary school teachers, parsons, lawyers, medical doctors and dentists, but also engineers, architects, and experts in commerce, agriculture, and domestic science. They were therefore fulfilling the needs which were supplied in Europe or America by technical universities."

(*Continued on page 750*)

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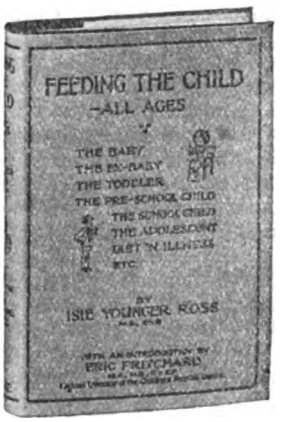

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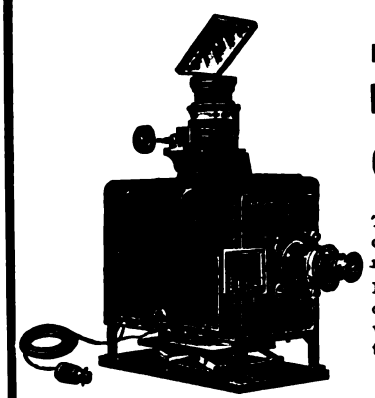

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Mr. W. M. Heller followed with a paper on "Education for Employment." He pointed out that British secondary schools, being the lineal descendants of the "Latin" or "grammar" schools, had produced a race of schoolmasters distrustful of vocational education. "Cultural" education had become synonymous with classical and literary studies. Times had changed; the schoolmaster had been forced to broaden his curriculum and to modify his conception of culture. Improved aims and methods had to be negatived by the growing influence of external examinations. Indirectly, all education was a preparation for the employment of working and leisure hours. In the special sense, vocational education applied to the two years immediately preceding employment. At 12 years of age a definite change in the aims and methods of instruction became necessary. "Those intended for professions passed to the secondary school, but the majority leaving school at or before 16 should enter a whole-time vocational secondary school. These two types differed in outlook, curriculum, and methods. Four principal types of these schools are suggested: (*a*) Junior rural school, (*b*) junior technical school, (*c*) junior commercial school, (*d*) junior housecraft school. To ensure that the special purposes of such schools control instruction, there must be complete freedom from external examination. Extensive experiments in whole-time pre-apprenticeship training had been carried out in the Dublin technical schools for about twenty different trades. Vocational secondary schools in large centres had proved a success."

For the final meeting a joint session with Section E on "The Teaching of Geography" had been arranged. Mr. L. Brooks gave an admirable report on "The Teaching of Geography in England." He stressed two important points of teaching method: (1) The interests of school pupils are chiefly concerned with the life and work of man; the wise teacher gives first place to "folk and work," a minor unity which stands out as the growing or gathering point of the teaching. (2) In general the study of "place," apart from descriptions of "personality and possibilities," is subordinate to the study of man and his work. "Below the advanced course stage separate school courses of lessons on climatology or physical geography are out of place. Putting these two together we have a clear direction for a general method of teaching. It is the task of the teacher to describe as accurately as possible how man "lives, moves, and has his being" in the different regions (and this is almost the full task up to the age of 11 plus), and then to select from the physical basis the factors which must be introduced in order adequately to understand the relations and inter-relations of human life and physical conditions. The usual method of following a logical order of treatment (position and size, physical features, climate, natural vegetation, &c.) is wasteful of time and effort; it frequently leads to inaccurate generalizations and statements, and often fails to give the essential idea of unity in a living whole." Mr. Brooks then explained how the principles he had formulated could be worked out in the teaching of the Lancashire cotton industry at each of the three stages of teaching (7 or 8 to 11 plus, 11 plus to 16 plus, and 16 plus to 18 plus).

Prof. F. E. Plummer followed with a memorandum on "The Teaching of Geography in South Africa." He pointed out that a negligible number of scholars in the Transvaal took geography up to matriculation standard. Among the chief causes were, he said: (1) Lack of opportunity and encouragement to pupils to take geography as a matriculation subject. (2) It is the last subject to be placed in the secondary school curriculum, and it suffers from a lack of systematization of syllabus and text-books. (3) No provision is made for geography to be taken on the higher grade in any matriculation examination. (4) In the present overcrowded curriculum it can only be taken as alternative to history or Afrikaans. (5) Modern geography teaching has made tremendous strides, and teachers of the "old

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school" appear to be quite unable to judge its merits. He suggested the following remedies for improving the position: Revision of the regulations for school leaving examination; increased facilities for intending teachers to study geography; vacation and refresher courses; advice on, and expert assistance with, the equipment of classrooms with suitable apparatus and text-books.

Prof. J. L. Myres also contributed a paper, his subject being, "The Correlation of Geography with History and Literature." "All education has two main aims, the formation of habits of intellect, taste, and conduct, and the presentation of current experience of what goes on around us in this world and the way people behave in it. Geography, then, like history, is not so much one of the departments of science, as a mode of interpretation, criticism, and application, available in all departmental sciences, and chiefly concerned with the regional correlation of the facts and processes with which they severally deal both in theory and in practical life. It would seem to follow that geographical presentation, like historical narrative, can scarcely be introduced too early in the process of education. Every child inevitably is becoming some sort of a geographer, as he is becoming some sort of an historian, in respect of his own explorations and memories; the only question for the teacher is, how to make as good a geographer and historian as natural ability allows. The starting-point is in their wealth of illustration both of "the way things happen" and "the way people behave," which are the raw material of history and geography throughout."

The meetings concluded, members split up into groups for the tours they had chosen, *e.g.* Victoria Falls, Beira and Kenya and home by the East, Natal and Garden route to Cape Town, &c. The verdict of all was "A wonderful country—a most memorable and enjoyable visit, thanks to the excellent organization and the wonderful hospitality of South African colleagues."

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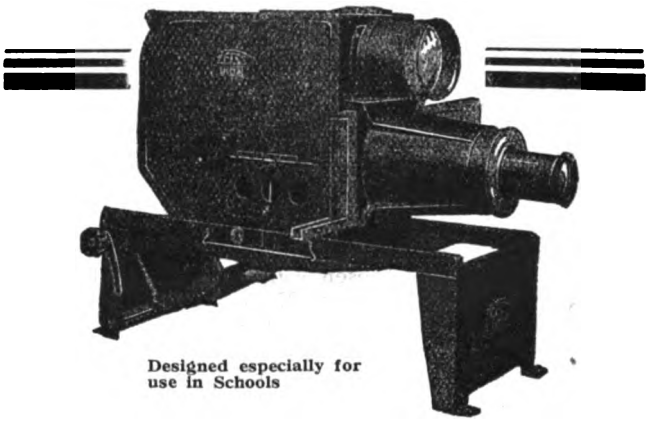

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Foreign and Dominion Notes

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Pupils and Staff

The annual report for 1928 shows that there were during the year 44,459 children at school, of whom 5,319, or 11·7 per cent were in secondary schools. About 17,000 of these were in rural schools the large majority of which had only one or two teachers. The decrease of 1,800 since 1924 shows that parents prefer to send their children to town schools where possible. The rural schools average 16·7 per cent pupils to every teacher, but in the town the average is 28·4. There were also 2,129 teachers, of whom only 100 are unqualified. Twenty-two of these, or less than 1 per cent of all the teachers, had qualifications lower than Matriculation. The figures for 1920 were 374, or 17 per cent. 304 of the 359 secondary teachers are graduates and only 65 of the 359 are women.

Curriculum

The choice of subjects for Matriculation is to be considerably widened, and will include among the optional approved subjects, agriculture, book-keeping, domestic science, art, music, &c. The compulsory group will include either of the two official languages (Afrikaans and English as well as science). Woodwork has been introduced into all the primary town schools and the teaching of needlework and singing will soon receive greater attention. Stress is laid on the bilingual character of the educational system. Afrikaans-medium schools are progressing in the teaching of English, but the teaching of higher grade Afrikaans (other than the conversational medium) is still declared to be backward. Lack of good reading books is the obstacle. Biblical history is well advanced and the forthcoming edition of the Scriptures will make for a still higher standard. The teaching of technical subjects still presents certain difficulties.

General

The report on the medical side of the schools shows a satisfactory state of things, except that the provision of sanitary conveniences in the urban areas is often unsatisfactory. The school festivals have raised a good deal of money for educational purposes, though it is feared that the spirit of competition is beginning to appear. Native education is in the hands of aided missionary schools, almost exclusively Protestant, and continual improvement in their work is reported. Altogether there are 285 of these schools either controlled by separate denominations or jointly with others. The number of pupils in average attendance is 14,840. More native schools are needed in connexion with the large farms. Speaking generally, the whole report is an encouraging one and shows a marked advance during the year.

UNITED STATES

Chemistry Teaching by Posters

The Journal of Chemical Education for September, 1929, contains an interesting article on the use of chemical posters in order to stimulate interest and activity in the laboratory among the chemistry classes at the English High School, Boston. Coloured pictures are chosen from odd advertisements and mounted on cardboard 12 in. by 18 in. Around the pictures students arrange samples of different materials prepared by them in the laboratory. Thus, for example, a doctor's son mounted a picture of Pasteur and fixed around it samples of chemicals used in medicine, such as iodoform, calomel, sodium bicarbonate. An appropriate slogan was printed below, while a small booklet pinned on the poster describing how each of the preparations was made. Another student chose "Paint" as his subject, and displayed test tubes containing various pigments and electrolytic white lead, all prepared by him. Though the idea behind this scheme is not a new one, it is applied in an original way, and teachers in English schools might find it capable of further development.

TRANSLATIONS AND INQUIRIES

One of these COUPONS must be enclosed with each Competition, or Editorial Inquiry, sent in.

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Reviews

OLD LAMPS AS NEW

(1) *England: A History of British Progress from the Early Ages to the Present Day.* By C. E. ROBINSON. (21s. net. Methuen.)

(2) *British History: A Survey of the History of all the British Peoples.* By R. MUIR. (Complete, 7s. 6d.) Also in Four Parts. Part I. *The Peoples of the Islands* (*to* 1485). (2s. 6d.) Part II. *Empire and Liberty* (1485-1714). Part III. *A Century of Conflict* (1688-1815). Part IV. *From Waterloo to Geneva* (1815-1927). (3s. each. G. Philip & Son.)

The American habit of republishing old books as though they were new seems to be spreading to this country. A short while ago *The Times Literary Supplement* gave an extended notice to a biography of Pope Alexander VI which had been issued and announced as though it were a new work, although as a matter of fact it was merely a reissue (undated) of a book published twelve years before.

The first of the two volumes before us, *viz.* Mr. C. E. Robinson's "England," is stated on the back of the title page to have been "first published in Great Britain in 1929." In a sense this is true: in its present handsome one-volume form the work is new. Moreover it contains numerous and excellent illustrations that have never adorned it before. It has been carefully revised and corrected. A fresh section has been added at the end, bringing the story up to 1927, and so on. Nevertheless the book is substantially identical with the four-volumed "History of England" published under Mr. Robinson's name just six years ago. There is no reason why this fact should be concealed. It is an excellent sketch of our country's development—full, well-balanced, clearly written, interesting. Its special feature, perhaps, is the judicious omission of a good deal of trivial and second-rate matter so as to leave space for a detailed and vivid treatment of the major episodes in our national story. The stress of the book is on the modern period. The early and middle ages are dismissed in the first of the four parts into which the volume is divided. The remaining three parts cover respectively the years 1485–1688, 1689–1815, and 1815–1927. Summaries, chronological tables, lists, and bibliographies complete what is unquestionably one of the most workmanly and attractive text-books at present available.

Mr. Ramsay Muir's "British History" is not a mere reprint of any of his earlier works. It is, however, little more than a skilful abridgment of his two-volumed "History of the British Commonwealth," published 1920-22. The summary is exceedingly well done. The main facts are emphasized in the condensation, and Mr. Ramsay Muir's admirably vivid style gives the narrative unfailing vitality. There are, moreover, some masterly new sections at the end of the book treating of the Great War, the peace settlement, and the subsequent course of events down to the general strike of 1926. Nevertheless, the bulk of the book simply repeats in an abbreviated form the story and the judgments of the larger and earlier monograph. Oh, for less repetition and more re-investigation!

STUDIES OF CHILDREN

The Primary School Child. Age: Seven to Eleven years: a Monographic Sketch. By V. RASMUSSEN. Translated by G. G. BERRY. (5s. net. Copenhagen: Gyldendal. London: Brentano's.)

The Intermediate School Child. Age: Eleven to Fifteen Years: a Monographic Sketch. By V. RASMUSSEN. Translated by G. G. BERRY. (5s. net. Copenhagen: Gyldendal. London: Brentano's.)

Nature Study in the School. By V. RASMUSSEN. Translated by G. G. BERRY. (5s. net. Copenhagen: Gyldendal. London: Brentano's.)

Teachers who go to Mr. Rasmussen's books to find out how the Danish schools are organized will be disappointed, for though indirectly much light is thrown on school problems and methods, the aim of at least the first two of these books is to describe the development and interests of his children S. & R. In the Primary School Child a detailed account is given of the mental growth of the two children between the ages of 7 and 11, and this account is continued in the Intermediate School Child to the age of 15. The books, however, should be considered as a whole for much light is thrown on the early life of children by comments in the later book, as, for example, in the chapter on morality and religion, and sexual education.

Together they make one of the best child studies the reviewer knows and, in spite of a stilted and even clumsy translation at times, recall such a real masterpiece as Selma Lagerlöfs' Marbacka. Indeed, the account of the dame school that is given in the first chapter of "The Primary School Child," is a perfect piece of descriptive work.

What perhaps will give Mr. Rasmussen's work a unique place among child studies is that he is a schoolmaster who believes that initiative for learning must come from the child, and that as a consequence educators must cultivate passivity. Hence he watches with great sympathy for a child's motives for learning and, as he knows intimately the conditions of work in S. & R's school, he can suggest in many ways how such incentives to education can be utilized. This result of his study of children can be most effectively seen in "Nature Study in the School" where he shows how scientific work on the natural sciences can develop naturally from children's interests. As he states in his preface his aim is "the encouragement of initiative and first-hand work, the cardinal factor in my scholastic work since the nineties." His justification of this aim is that his knowledge of his own children, and the pupils in his own school, has convinced him that their sympathy for school instruction is directly proportional to the amount of individual work that they are allowed to carry out on natural objects and phenomena.

Excellent illustrations are given of his pupils' drawings from nature and natural history essays, and in the chapter on system in instruction, the child's approach to scientific study and classification is described.

The best teachers of natural history are undoubtedly working on similar lines to those of Mr. Rasmussen, and will not find much in his work that will be directly helpful in their teaching. But if the teacher considers that to know children is as fundamental to his professional work as to know himself is to the wise man, he will find in these books such a store of wisdom on the most difficult of all studies that will amply repay his study of them.

A RE-DISCOVERED CIVILIZATION

The Hittite Empire: Being a Survey of the History, Geography, and Monuments of Hittite Asia Minor and Syria. By Prof. J. GARSTANG. (25s. net. Constable.)

Fifty years ago the Hittites were a mere name. Readers of the Old Testament were brought into frequent contact with the name and from the contexts in which it occurred they were able to gather, first, that there were numerous individuals called Hittites scattered over Syria and Palestine (*e.g.* the Uriah with whom David had dealings), and, secondly, that in Asia Minor there was a powerful and menacing Hittite Empire. But about this Hittite Empire nothing whatever was known. The first source of definite information concerning the Hittites was the Egyptian hieroglyphics, the key to whose decipherment was discovered in the nineteenth century. From these it was found, *inter alia*, that about 1295 B.C. a tremendous battle was fought between the Egyptian Rameses II and a

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Hittite king called Mursil at Kadesh on the Orantes, and that this battle (which resulted in an Egyptian victory) was followed by an alliance, cemented by inter-marriages, against the rising power of Assyria. The Assyrian records supplement and confirm the Biblical and Egyptian references.

But, after all, these literary remains revealed very little concerning the Hittite people or their civilization; and it was not until their Anatolian home was explored and the relics of their cities unearthed that definite and detailed knowledge was made accessible concerning this obscure folk. Prof. A. H. Sayce—still, happily, with us in vigorous and fruitful old age—was one of the first to attempt successfully a reconstruction of the Hittite Empire from its scattered archaeological fragments (A.D. 1888). A great advance was made in 1906 when Dr. Winckler disinterred the royal library from the ruins of the Hittite capital, Khatti, near the modern Boghaz-Keui. For several years the key to the Hittite script eluded the search of scholars, but Dr. Hrozny finally got upon its track in 1915, and since the War great progress has been made in the reading of Hittite writings. "They promise," says Dr. Garstang, "to fill the whole gap in the history of Asia Minor between the rise of Babylon and the fall of Troy (2200–1200 B.C.).

Dr. Garstang was himself present at Boghaz-Keui in 1906 when Dr. Winckler made his important discovery, and from that time onward he has played a leading part in the study of Hittite remains. In 1910 he published a book entitled, "The Land of the Hittites," which embodied most of what was known concerning the Hittite civilization at that date. The discovery of the key to the Hittite language, however, and the decipherment of the Hittite documents, have necessitated the complete re-writing of the whole work. Hence Dr. Garstang's "Hittite Empire" is a new book, and not a second edition of the old one. Of its scholarship and its importance there can be no doubt. It summarizes with masterly skill the main results of recent research, and it presents a fascinating picture of the life and activities of this almost forgotten but once-potent people. It is illustrated by a large number of photographs and some excellent line-drawings. For students of ancient history it is an indispensable handbook.

MECHANICS AND LIVING QUESTIONS

Theoretical Mechanics: an Introduction to Mathematical Physics. By Prof. J. S. AMES and Prof. F. D. MURNAGHAN. (22s. 6d. net. Ginn.)

Some twenty years ago, when it was found that the Hamilton-Jacobi method of formulating dynamical relations provided the best way of penetrating into the *arcana* of the quantum theory of the atom, it became obvious that certain branches of mathematics which had hitherto been studied by a few on account of their elegance, would now, on account of their utility, have to be cultivated by all who desired to keep abreast of the progress of physical research.

Unfortunately in this country the ordinary curriculum for a first mathematical honours degree stops before the student arrives at the Hamiltonian equations, and if he is to reach them before the end of his three years, a considerably less detailed study of the peculiarities of the motion of particles, spheres, tops, &c., under the artificial conditions devised by the examiner, will have to be required of him. Some of the American teachers have already taken steps to adapt their courses of instruction to suit the new view point, and this book by two of the professors at the John Hopkins University, is well worth the attention of all who desire to keep their teaching in contact with living questions of the day.

The book opens with a long chapter on vector analysis, and incidentally well illustrates the value for clarification of thought of a well-chosen nomenclature and notation. Full use is made of the tensor concept, which being capable of indefinite expansion, renders superfluous special methods, such as Dyadics, for dealing with tensor quantities of a particular rank. A student who has mastered this, and the penultimate chapter, will find that all the initial difficulties, which the special and general theories of relativity present, have disappeared. The second chapter deals with the geometry of motion. A reader, with no previous knowledge of the subject, will probably find it difficult, and we think rearrangement and expansion would be helpful. We next come to dynamics proper, and it will be found that in contrast with our English text-books, detailed analysis of particular problems is lacking, but attention is concentrated on general cases. The topics which are usually treated in a course of particle and rigid dynamics occupy a little more than half the book. The following chapters, particularly those on general dynamical theorems, least action, general methods of integration, potential, wave motion, and the Lorenz-Einstein Transformation, form an excellent introduction to the regions in which research is being actively pursued at the moment.

A number of matters, such as impulses, are either briefly treated or omitted altogether, but the book may be recommended as a comprehensive and careful review of the major problems of dynamics, while the bibliographies appended to the chapters indicate where further information on particular topics may be obtained.

DEVELOPMENT OF ROMAN ART

Art in Ancient Rome. By Dr. E. STRONG. Vol. I. *From the Earliest Times to the Principate of Nero.* Vol. II. *From the Flavian Dynasty to Justinian, with Chapters on Painting and the Minor Arts in the First Century,* A.D (10s. net each vol. Heinemann.)

A good work in English on the development of Roman Art has been long overdue, and we cordially welcome and recommend these two volumes by Mrs. Strong, who is admirably qualified by long residence in Rome and devoted study of Roman Art to write in authoritative and scholarly fashion on the subject. Most forms of Greek Art are now adequately dealt with by English scholars or are accessible in translations, but Roman Art too often has less than justice done to it. Visitors to Rome appreciate at once the massive building of Roman architecture, but the great quantity of other artistic work, statues, reliefs, painting, stucco ornamentation, are often inspected in most cursory fashion or altogether neglected, even by keen students of ancient art, as things of necessity very inferior to Greek work and hardly worth consideration. Such an opinion deprives the scholar or visitor to Rome of much enjoyment, and these two volumes will, we think, be a wholesome reminder to many of how much there is to see in Rome besides the "show pieces," and how much even the fairly observant eye has failed to notice.

The method of this book is naturally based on historical development. The last chapter deals with sculpture and painting after Constantine; the last illustrations are of the famous "Justinian and Theodora" mosaic in St. Vitale and of the Cross of Rambona in the Vatican. Each chapter is well documented for scholars wishing to pursue any branch in detail, while the text is not over-loaded with facts or technicalities., but is written in a judicious and appreciative manner, stimulating the reader to look and judge for himself. There are a multitude of illustrations (584) in the text, small it is true, but clear and helpful, those of architectural "remains" being the least satisfactory, as is natural where the size is so strictly limited. There is hardly a chapter that does not bring new or unconsidered aspects of Roman art to the attention, whether it be the fascinating terra cottas of the Villa Papa Julia, or the various phases of painting and house decoration, or the wonderful series of statues and busts of the Imperial families which are scattered through all the Roman museums, or the charming and elegant mural slabs in

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marble or terra cotta. Nor are the illustrations confined to works in Rome; parallels are given from other places in Italy or Europe. The visitor to Naples and Pompei will find the sections on Roman painting very instructivei

It is a pity that the book could not have been produced in lighter form; presumably the necessity of illustration has made this impossible. Otherwise contained in one volume of thinner paper it would be a delightful companion for the visitor to Rome, and, as it is, we think the traveller who is really interested in Roman Art will be wise to take it with him. Those who are for the moment precluded from travelling so far, will draw fresh delight from once more finding beauty revealed in so many unexpected places and ways.

Minor Notices and Books of the Month

ART AND BIOGRAPHY

Gesso. By IDALIA B. LITTLEJOHNS. (2s. 6d. net. Pitman.)

This is a thoroughly practical book on the craft. Methods and details are clearly explained and illustrated so that even a beginner could work from it without further instructions.

Simple Constructive and Decorative Work. By A. C. HORTH. (2s. 6d. net. Pitman.)

An Introduction to the History of Architecture. By H. B. CARPENTER and J. KNIGHT. (6s. 6d. Longmans.)

Design as Applied to Arts and Crafts. By F. R. SMITH. (2s. 6d. net. Pitman.)

Margaret Ethel MacDonald. By J. RAMSAY MACDONALD. Sixth Edition. (5s. net. Allen and Unwin.)

This exquisite little gem is a fitting memorial to a beautiful life, and we are glad to see that it is still in demand. Margaret MacDonald was an outstanding personality, and her pioneer work in the organization of working women has borne rich fruit. How much more might she have accomplished, how much greater would have been the field of her activities, had her life not been cut off in its prime! Re-reading this little biography we cannot help grieving over her early death when we think of the great encouragement and help she would undoubtedly have given to her husband in his present illustrious position.

A Life of William Shakespeare. By Prof. J. Q. ADAMS. (10s. 6d. net. Constable.)

The author of this book has aimed at presenting a clear and detailed interpretation of the material which years of careful scholarship have made available for a life of Shakespeare. Although the book claims to give the reader no new facts, many of its details will be new to the ordinary student of Shakespeare's plays. The story of Shakespeare's doings is set in a full background of the social, literary and theatrical history of the Elizabethan Age. The treatment shows us Shakespeare primarily as a craftsman grappling with conditions which might have curbed and dismayed a less forceful personality. The most interesting chapters are perhaps the later ones, which give an account of the making of Playhouse Manuscripts, and the printing of the Quartos and Folios. Such chapters, based on the work of W. W. Greg, A. W. Pollard, and J. Dover Wilson, should help the student to take a sane and judicial view of purely literary criticism and of textual emendation. It is remarkable that a book so stuffed with information should be so readable. A good index adds greatly to its usefulness.

Karl Marx: His Life and Work. By O. RÜHLE. Translated by E. and C. PAUL. (15s. net. Allen & Unwin.)

Whatever may be one's view of Marxian economics, one cannot, after reading this biography, retain much respect for Marx's personality. We read on good authority of "his arrogance, his self-conceit, his dogmatism and disputatiousness and irritability." We read further that he tried to discredit his adversaries because he hoped that personal onslaughts would shake the validity of opposing arguments, and that "he stigmatized as 'bourgeois,'" a word which he uttered "as if he were spewing it out of his mouth . . . everyone who ventured to contradict him." Not a pretty picture. Nor is that of his most unfortunate wife and children, who lived in the direst poverty and want, whilst he conducted a really heroic struggle for the relief of other people's poverty and want. So far as we know, there is no other biography of Marx at present available, but this one should prove useful. Among other things, it helps to explain the bitter and rancorous conception of a class struggle advocated by those who have thoroughly imbibed the spirit of Karl Marx.

The Harley Street Calendar. By H. H. BASHFORD. (7s. 6d. net. Constable.)

Men Who Found Out: Stories of Great Scientific Discoverers. By AMABEL WILLIAMS-ELLIS. (5s. net. Howe.)

Charles Dickens and Some Others. By ANNA M. PAGAN. (1s. 3d. Blackie.)

The Personality of Napoleon. By Prof. J. H. ROSE. (3s. 6d. net. Bell.)

CLASSICS

Elementary Latin. In Five Stages. By H. GARDNER. (Complete, 4s. 6d. Part I, 3s. 6d. Part II, 2s. Bell.)

Latin for Beginners. By R. M. ALLARDYCE. (3s. 6d. Arnold.)

Probably no competent teacher has been engaged in teaching elementary Latin for, let us say, ten years without evolving his own ideas of what the ideal book for such a stage should be. And, to judge by the number of elementary books which are always being produced, it would seem that a fair proportion of these competent teachers manage to get their ideas published. Fortunate are such teachers, and fortunate are the classes which they teach. For then there is a complete harmony between the idiosyncrasies of the teacher and the requirements of the book used. But we cannot all enjoy such happy circumstances, and must needs look around for the book which best suits our particular style of teaching. So we strongly recommend any teacher who is dissatisfied for any reason with the book he is using to examine both of these elementary works. One or the other may be just the book for which he longs. Both have distinct merits. They differ very considerably, but both show originality of exposition in the treatment of what is only too often a very trite theme.

The Way of the Greeks. By F. R. EARP. (8s. 6d. net. Oxford University Press.)

This work is an interesting and competent exposition of the "way of life" of the ordinary Greek, so far as it can be gathered from the extant literature. On this quest Mr. Earp first of all carefully examines the chief Greek writers to see how far they can be trusted to reflect the opinion of the ordinary man, and then proceeds to set forth and discuss by the help of such authorities the problems of morality and religion (the future life and the gods are treated in separate chapters). We cannot help feeling that while it is necessary to have a general background of the Greek "way" the more valuable thing in Greek studies is to learn the standpoint of the great writers and their criticism of life. There are some good pages on Euripides and Heraclitus in the chapters on Religion and Sin. Such a book is most profitable to those who also can read the original authors. Indeed it is hard to say what impression a reader without further knowledge of ancient literature would gather from these pages. He might at the end find that the Greeks were no more than a sensible and very ordinary people, nor would the chapter on emotion in art and literature do much to alter that opinion. It is scarcely possible to write in a general manner on Greek Art without analysis of particular forms and in the case of the plastic arts, a clear formulation of their purpose in the life of the City State. But the book might be advantageously used with a Classical Sixth Form to give atmosphere and background to the reading of particular authors as well as to furnish points of discussion and subjects for essay writing as a necessary supplement to the task of translation.

Latin Prose Composition. By E. C. MARCHANT and G. WATSON. (4s. 6d. Bell.)

Titi Livi. Ab Vrbe Condita. Liber XXV. Edited, with Introduction, Notes, and Vocabulary, by W. D. MONRO. (2s. 6d. Clarendon Press.)

Aspects of Greek Life. Edited by R. C. MARTIN and A. N. G. RICHARDS. (3s. 6d. Mills & Boon.)

Titi Livi. Ab Vrbe Condita. Recognovervnt et Adnotatione Critica Instrvxervnt Prof. C. F. WALTERS and Prof. R. S. CONWAY. Tomvs III. Libri XXI-XXV. (6s. net. India Paper Edition. 7s. 6d. net. Clarendon Press.)

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EDUCATION

The Case for Nursery Schools: Being the Report of a Committee Consisting of the Following: R. F. CHOLMELEY, P. ALDEN, G. S. M. ELLIS, Sir. BENJAMIN GOTT, FREDA HAWTREY, A. MANSBRIDGE, Dr. T. P. NUNN, R. H. TAWNEY, J. A. WHITE, A. J. LYNCH. (4s. net. G. Philip and Son.)

It is somewhat odd at first sight that an investigation of the case for nursery schools should have been carried out by a committee containing an overwhelming majority of men. On the other hand, their heavy debt to women of first-hand experience is generously acknowledged; and after all nursery schools involve administrative problems in which men only have so far specialized. The aims and functions of nursery schools, their place in a national system of education, their staffing, and their finance, are dealt with in a series of short chapters; and as the present Government is deeply committed to the development of nursery schools, the publication of this useful compendium is timely.

The Aims of Education and Other Essays. By Prof. A. N. WHITEHEAD. (7s. 6d. net. Williams and Norgate.)

One thing that emergies with crystal clearness from a reading of this book is that its author, distinguished alike as a thinker and as a teacher, is a profound unbeliever in the present educational system. English education in its present phase, he says, suffers from a lack of definite aim, and from an external machinery which kills its vitality. There is only one subject-matter for education, and that is life in all its manifestations. Instead of this single unity, we offer children—algebra, from which nothing follows; geometry, from which nothing follows; science, from which nothing follows; history, from which nothing follows; and so on. The deadening influences of external examinations in isolated subjects, the filling of the pupil's mind with ideas which are inert because they have no vital connexions with anything else; these things abound. No real education is possible unless every question directly asked of a pupil at any examination is either framed or modified by the actual teacher of the pupil in that subject. Each school should grant its own leaving certificates, based on its own curriculum. To the busy teacher these are sweeping statements. Yet they point the way to reforms which, in our belief, are bound to come sooner or later.

Commercial Education in Secondary Schools. Edited by Prof. H. D. KITSON. (10s. 6d. net. Ginn.)

Commercial education, once the monopoly of private business colleges, is beginning to get a foothold in our secondary schools, and is therefore claiming the attention of educationalists. The process has evidently gone much further in the United States, where almost every secondary school offers courses in commerce. The sixteen authors of this book are anxious that these courses should not aim merely at turning out efficient clerks, but that they should give understanding and insight, as well as a thorough scientific grounding based on the facts of modern business. This common aim lends a certain unity to the book, and the multitude of authors gives variety and width. Each is an expert in his subject, and each gives an adequate bibliography for the use of those who want more than this necessarily brief discussion. The usual subjects of the commercial course are dealt with in turn—book-keeping, business English, salesmanship, typewriting, &c., and there is a useful chapter on vocational testing.

Elementary Principles of Education. By E. L. THORNDIKE and A. I. GATES. (6s. 6d. net. New York: Macmillan.)

The authors' names are a sufficient recommendation for this book. It is often disappointing to read an elementary text-book written by an authority on the subject, but this one is an exception to the rule; the authors have succeeded in presenting the main principles and facts of educational science in a form intelligible to young students, without sacrificing either scientific accuracy or interest. Their style is unusually simple and lucid, and often crisp and pithy; the technical jargon of pedagogy is conspicuously absent. Illustrations from teaching practice abound, and there are stimulating questions after each chapter. The references for further reading are carefully chosen from among the multitude of American books on the subject. The subject-matter covers a wide field, including the main aims of education, the characteristics of children from birth to maturity—with a very interesting discussion on the best age for learning—and the principles which underlie the learning and teaching process and the choice of the school curriculum.

The Child-Centered School: an Appraisal of the New Education. By H. RUGG and ANN SHUMAKER. (8s. 6d. net. Harrap.)

The key-note of this book is struck by the frontispiece, representing above, "Freedom! Pupil Initiative! Activity! A life of happy intimacy—the drawing-out environment of the new school"; and below, "Eyes front! Arms folded! Sit still! Pay attention! Question-and-answer situations—the listening régime" of the traditional type of school. The title also, "The Child-Centred School"—not the teacher-centred, nor even the apparatus-centred, but the child-centred school—prepares the way for a treatment of the new education as it has been experimented with in such a school in New York for several years past. It is remarkable how England and America are working at the same problems, mostly without knowing it. We on our side of the Atlantic are very definitely asking the question what sort of education is appropriate, what sort of curriculum should be followed, before the age of 11 or 12. Let any interested English educator take this book, study the "sample programmes" presented on pages 78–86, and then read as much of the book as he can find time for, and we think he will approach our English problem a wiser man.

The Reading Interests and Habits of Adults: A Preliminary Report. By Dr. W. S. GRAY and RUTH MUNROE. (15s. net. New York: Macmillan.)

This is a preliminary report on an important part of an investigation into Adult Education promoted by the Carnegie Corporation of New York and the American Association for Adult Education, with a view to improving the education of adults in the United States. The authors tabulate and discuss briefly the amount and kind of reading done by various social and age groups in different parts—rural and city areas—in the States. They also describe some hundreds of "cases" in which the investigators got into more personal touch with their subjects. The conclusions reached are what might be expected—that the quantity and quality of reading varies with the education of the reader and that consequently schools and libraries have an enormous influence in this field. The authors suggest remedies for limited or unsuitable reading in general terms only, and in one interesting list of means by which interest in reading could be stimulated. Those who trust statistics will find the book full of usefully summarized data, and many will be grateful for the full bibliography at the end.

A Survey of the Financial Aspects of Elementary Education. By Dr. J. CORLETT. (10s. 6d. King.)

Teaching and Learning the Common Branches. By Prof. C. C. SCHMIDT. (8s. 6d. net. Appleton.)

Education in the United States. By E. W. KNIGHT. (12s. 6d. net. Ginn.)

University Exchanges in Europe: Handbook of the Institutions and Measures in all the European Countries to Facilitate the Work of Professors, Students, and Teachers Abroad. Second Edition Revised. (6s. net. Paris: League of Nations Institute of Intellectual Co-operation. London: Oxford University Press.)

The Supervision of Elementary Subjects. Edited by Prof. W. H. BURTON. Contributors: The Editor and W. BARNES, F. G. BONSER, L. J. BRUECKNER, E. R. DOWNING, E. B. GORDON, H. C. HILL, MARY G. KELTY, H. M. LEPPARD, J. S. TAYLOR, W. F. TIDYMAN, FLORENCE WILLIAMS, J. F. WILLIAMS, and LAURA ZIRBES. (8s. 6d. net. Appleton.)

The Elementary School Library. By W. A. KING. (7s. 6d. net. Scribner.)

The Report of the Consultative Committee on Books is already bearing fruit, and we understand that Messrs. Basil Blackwell have in preparation, and hope to publish shortly, a SHORT BIBLE IN THE AUTHORIZED VERSION, chosen and arranged by the Right Rev. the Bishop of Liverpool (A. A. David, late Headmaster of Rugby), W. H. Fyfe, Headmaster of Christ's Hospital, A. E. Lynam, Headmaster of the Dragon School, the Rev. V. J. K. Brook, Fellow of Lincoln College, Oxford.

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The Autumn List received from the CAMBRIDGE UNIVERSITY PRESS contains some attractive titles. The general reader as well as the scientific worker will welcome Sir James Jeans's "The Universe Around Us,' and Mr. W. C. D. Dampier-Whetham's "History of Science and its Relations with Philosophy and Religion"; then there is Vol. 5 of the "Cambridge History of India," which forms the first of the two volumes on British India and, for research students, Vol. 3 of "The Reign of Henry the Fifth," the late Dr. J. H. Wylie's work having been completed by Prof. W. T. Waugh.

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ENGLISH, POETRY, AND DRAMA

A Literary History of England. By B. GROOM. (6s. Longmans.)

A book which covers the literary history of England from Anglo-Saxon times to the present day must of necessity deal in wide and widely-accepted generalities. In schools this book is intended for those who are taking English literature as a special subject in the Higher School Certificate Examination, and its manner and matter are such that it might form a useful book of reference in any school library. In so far as so vast a field can be covered in such a comparatively brief space, this book achieves its object of "being a critical account of the greater English writers, with the background—intellectual, political, or social—which best helps to explain their work."

The Devil's Drum. By LORDGORELL. (7s. 6d. net. Murray.)

Lord Gorell has taken a front place among writers of detective fiction, and his latest book maintains the standard of his earlier works. He has the rare gift of centring an absorbing mystery story round living characters and places vividly described. He loves to confuse the reader as well as the hunter, and to give a most unexpected twist to his stories. Consequently, just when you think the mystery is being cleared up (in the present case, with the re-appearance of Lady Hemington) you are confronted with new developments, and are left pursuing the trail once more.

Home : a Colonial's Adventure. By A. MULGAN. New Edition. (4s. 6d. net. Longmans.)

"Home" should find a place in a teacher's library, for it will serve many purposes. Read early in the autumn term, when shades of school have already closed about the reader and life on the continent cannot even be imagined, it will call to mind the romance, the beauty, and the charm that life in England holds for him who seeks them. That alone, surely, would justify its place on the shelf. But secondly, it could be put to excellent professional use, for a senior class would learn more of the wealth of experiences that await them in England from "Home" than from the most careful course of revision lessons. Perhaps it makes best reading on a foggy, cold day. Any one can love England in golden September, but to love her with the understanding and passion of the "Colonial" would make for acceptance of her murkiness and gloom.

Progress of Two. By J. KITCHING. (7s. 6d. net. Constable.)

Hugo Wayne and Mavis Buckleigh had each experienced love, and been disillusioned. In consequence, they were drifting, she from one relationship to another, he by refusing to face the realities of life. It was a pity that their chance acquaintance had to end abruptly, for we feel sure that a little further intimacy would have disclosed their affinity to each other. There might have been no story, but on the other hand much needless suffering and tragedy would have been averted. However, the scene is shifted from Bournemouth to Rio de Janeiro, where Hugo works as an engineer, and Mavis comes as the carefully guarded mistress of a wealthy Anglo-Brazilian. Only now does Hugo realize his love for Mavis, but the situation is complicated, and becomes still further entangled by the actions of the other characters. Things sort themselves out after a fashion, and Mavis, after much soul-searching, decides that she really does love Hugo. We hope she is not again disillusioned. We cannot help feeling that the story is somewhat melodramatic; also that the author strives a little too much after effect.

All Else is Folly : a Tale of War and Passion. By P. ACLAND. (7s. 6d. net. Constable.)

Told in brisk, forceful language, this tale by a Canadian officer who served in France brings back very vividly the period of the Great War. The breaking up of a seemingly stable and orderly civilization, the abandonment of the normal restraints and inhibitions of peacetime, and the suffering and sacrifice of the men in the trenches are dealt with by one who obviously writes with the sincerity and knowledge of personal experience. Although the author would probably disavow any conscious intention of anti-war propaganda, yet the widespread circulation of such a frank exposure of the actual facts of war should do much to prevent the re-occurrence of such a catastrophe as that of 1914-18. The enthusiastic note of commendation from Ford Madox Ford with which the book is prefaced is well deserved.

Frank Mildmay, or The Naval Officer. By Captain MARRYAT. (3s. 6d. net. Dent.)

Published first in 1830, this earliest and less well-known work of Captain Marryat is still worth re-printing and reading. Three vigorous etchings by D. Murray Smith add to the attractiveness of this edition. Frank Mildmay was a good-looking blackguard, of disreputable morals and superb physical courage, whose adventures as a midshipman from 1803 to 1809, and as a lieutenant afterwards, bring him into the most interesting sea-fights of the time, including Trafalgar, and several encounters with the U.S. Navy in the war of 1812. Though Marryat's own ethics are more like Smollett's than Jane Austen's, his common sense and his notions of fair play are quite modern. His hero's opinions, expressed to Yankee naval officers, on the sore subject of our seizure of (ostensibly) British seamen on American vessels, are strikingly just, and might well have been adopted by our Government long before they were. As a picture of the squalor, moral, and material, possible under certain British captains, the book is a valuable historical document; but it is also full of spirited adventures, well-told, and founded on real experiences, which make it capital reading to-day, in spite of its religiosity, its fainting heroines, and its melodramatic plot.

Peter Simple. By Captain Marryat. (3s. 6d. net. Dent.)

The etched portrait of Marryat, which forms the frontispiece of the better-known and deservedly popular "Peter Simple," exactly suggests the character of the man whose life is given in outline in the discriminating introduction by R. Brimley Johnson.

In the Service of Youth : Chapters on Certain Phases of the Teaching of English in Junior and Senior High Schools. By JOHN B. OPDYCKE. (12s. 6d. net. Pitman.)

There is an amazing amount of good sense and suggestive material in this book, but to the English teacher of English it is probably the last word in American unconventionality. For example, instead of putting at the head of an examination paper a prosy direction as to the questions to be answered, directions of the following kind were given in an American school:

"*Recipe for success in this examination.*
10 weeks of faithful study.
1 headful of knowledge.
1 bodyful of poise.
1 heartful of success throbs.
1 generous portion each of common sense, good writing, and correct spelling.
1½ hours of clear thinking.
3 or 4 sheets of paper.
1 good pen and some ink.

Apply the clear thinking to the questions below, and draw upon the knowledge and the study as required. Add poise, the throbs, and the common sense. Pour results upon the paper, steeping thoroughly in generous portions of good writing and correct spelling. After the ingredients are thus properly combined, arrange the whole in convenient form and await developments."

[Here the questions are set in heavy type and indented from the margins]

We could give many similarly diverting extracts, did space permit. But we hasten to add that the book is not only thoroughly live, but also sound in principle. The chapter headings, "Composition and Life," "Editing to Kill," "Editing to Educate," "The English of Commerce," "Newspapers and Magazines in the Class-room," are obviously promising, and the promise is fulfilled. The book is based in part upon lectures given to teacher-students at Johns Hopkins University. Though we fully recognize the difference of the problem of English teaching in England and in America, we think it unfortunate that the author seems unacquainted with what has been done in England for the better teaching of English. It is because we desire that teachers on this side of the water should not fall into the same error that we draw attention to this book.

(1) *Krag, the Kootenay Ram and Other Animal Stories : Taken from "Lives of the Hunted," "Wild Animals I have Known," "Wild Animal Ways."* By E. T. SETON. (2s. University of London Press.)

(2) *Modern Detective Stories.* By A. CONAN DOYLE, R. A. FREEMAN, A. E. W. MASON, BARONESS ORCZY, EDGAR WALLACE. (2s. University of London Press.)

Those who long ago became acquainted with Krag, Redruff, and the other heroes of these moving tales, will greet their reappearance in their dainty new dress with joy, and find it a pleasant duty to introduce them to fresh readers, for time has not robbed them of any part of their appeal to admirers of wild creatures. The volumes of this series are light and agreeable to handle and to look upon, and the attractions of (1) are enhanced by quaint outline drawings of animals.

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Sherlock Holmes: A Study in Scarlet, The Sign of Four, The Hound of the Baskervilles, The Valley of Fear—The Complete Long Stories. By A. CONAN DOYLE. (7s. 6d. net. Murray.)

This is a companion volume to "The Complete Sherlock Holmes Short Stories" which Messrs. Murray issued some little time ago, and the two works together comprise all Conan Doyle's writings concerning the famous prototype of modern sleuths. When we consider what a small seven and sixpenny worth the average modern detective story contains we are all the more pleased at the splendid value which these two works offer for the money. There is still no sign of any diminution in the present demand for detective fiction, and we are sure that many readers will turn with pleasure to these old favourites.

Test Papers in English Literature. By F. W. ROBINSON. (4s. 6d. Pitman.)

Newton Forster, or The Merchant Service. Jacob Faithful. By Captain MARRYAT. Reprints. (3s. 6d. net each. Dent.)

The Secret of the Road. By MARGARET S. LANE. (1s. Oxford University Press.)

The Secret of the Australian Desert. By E. FAVENC. (1s. 4d. Blackie.)

Fables from Aesop. Retold by DOROTHY KING. (1s. 4d. Blackie.)

Election Scenes in Fiction. Edited by Dr. W. H. D. ROUSE. (10d. Blackie.)

The Story of Alexander Selkirk (The Real Robinson Crusoe). By F. NIVEN. (1s. net. Gardner & Darton.)

Wander Tales. By MARY MOFFAT. (1s. 6d. net. Cloth, 2s. 3d. net. School Edition, 1s. 6d. Gardner & Darton.)

More Tiny True Tales. By M. CHENEY. (1s. 6d. net. Cloth, 2s. 3d. net. School Edition, 1s. 6d. Gardner & Darton.)

Baby Sahib. By A. A. METHLEY. (1s. net. Gardner & Darton.)

Monks' Island. By GERTRUDE VAUGHAN. (7s. 6d. net. Jarrolds.)

The Roman Eagles. By H. C. BAILEY. (Library Edition, 2s. 6d. School Class Edition, 1s. 6d. Gil.)

The Process of Literature: an Essay Towards Some Reconsiderations. By Dr. AGNES M. MACKENZIE. (10s. net. Allen & Unwin.)

Stove-Pipe-Man and Sandy. By A. CHALMERS. (5s. net. Dent.)

Sent to Coventry. By DONALDA J. DICKIE. (6s. net. Dent.)

The History of Henry Esmond, Esq. By W. M. THACKERAY. Abridged and Edited by A. C. MACKENZIE. (2s. 9d. Macmillan.)

Studies in English: a Book for Secondary Schools. By W. ROBB. Part II. Literature. (3s. Longmans.)

The Further Adventures of Jungle John. By J. BUDDEN. (6s. net. Longmans.)

My First Library: A Selection of Forty-five Standard Books Described and Exemplified. By E. LUCIA TURNBULL. (1s. 9d. Nelson.)

Tanglewood Tales. By N. HAWTHORNE. Edited by R. MACINTYRE. (1s. 6d. Nelson.)

The Tale of the Men of Laxdale. Translated from the "Laxdaela Saga," by C. M. FOX, with an Abridgment of "The Lovers of Gudrun," from "The Earthly Paradise," by WILLIAM MORRIS. (1s. 9d. Nelson.)

Up from Slavery: an Autobiography. By B. T. WASHINGTON. Abridged by Dr. C. T. LORAM. (1s. 6d. Harrap.)

Black's Beginners' Course of Picture Lessons: a Class-Book of Picture Exercises for Use after Oral Lessons in English. By G. H. REED. Books III and IV. (10d. each. Black.)

Essays (Selected). By LEIGH HUNT. *Alice in Wonderland, Through the Looking Glass and Other Comic Pieces.* By LEWIS CARROLL. *Phineas Finn, the Irish Member.* 2 vols. By A. TROLLOPE. *Manon Lescaut.* By ABBÉ PRÉVOST. *Carmen.* By PROSPER MÉRIMÉE. (2s. net each. Dent.)

Grey Maiden: the Story of a Sword Through the Ages. By A. D. HOWDEN SMITH. (6s. net. Longmans.)

The Millennium: a Comedy of the Year 2000. By UPTON SINCLAIR. (7s. 6d. net. Werner Laurie.)

Dick Valiant on the Northern Patrol. By Lieut.-Commander J. IRVING. (5s. net. Seeley, Service.)

A Four Years' English Course. By C. GRANVILLE and A. A. LE M. SIMPSON. (Part I, 2s. 3d. Part II, 2s. Heinemann.)

Passages of Standard Prose. Spoken by W. RIPMAN, and Recorded for the International Educational Society by the Columbia Graphophone Co. Text and Phonetic Transcription. (1s. 6d. Dent.)

Studies in European Literature. By J. LAVRIN. (5s. net. Constable.)

The Little One in Between. By MARION ST. J. WEBB. (3s. 6d. net. Harrap.)

Touches of genuine wit are not wanting in these sprightly verses, as in the unostentatious disposal of the torn clothes in "Dressing Up"; Daddy's remarks on his picture in "Belinda's Camera"; and, notably, in "The Letter," to Grandmamma, with its sly hints at a certain desirable birthday gift.

Poets and Poetry. Arranged by E. J. S. LAY. Senior Books II, II, and III. (Books I and II, paper, 1s. 2d., cloth, 1s. 5d. each; Book III, paper, 1s. 6d., cloth, 1s. 9d. Macmillan.)

As in the three earlier volumes of the series, which appeared last year, this collection has the advantage of a grouping in sections, each preceded by a few remarks designed to create a suitable atmosphere for the understanding and appreciation of the poems, while each section is followed by notes and exercises, often with small, but clear, explanatory illustrations. The undistinguished cover gives no indication of the high value of the contents.

Six Tragedies of Shakespeare. an Introduction for the Plain Man. By Dr. J. D. WILSON. (2s. Longmans.)

The sub-title defines the aim of this admirable little volume, written for the use of the Workers' Educational Association: it is to point out what ordinary, unlearned, workaday people may hope to find in Shakespeare. The author notes the common obstacles to understanding and appreciation—unattractive methods of dealing with the plays in school, by which young people are sickened in their teens; the natural human distrust of one placed on so high a pedestal that one can hardly believe in his common humanity; the vast accumulation of notes and commentaries which would seem to prove him too abstruse for enjoyment by any but the learned. The attitude of some Stratford artisans and mechanics, revealed when the author was inspecting a W.E.A. class in that town, is both amusing and instructive. To them Shakespeare was simply a "middle-class superstition." Even those well-read in commentaries will find food for thought in this plain-spoken attempt to connect the plays with modern life and to emphasize the universality of Shakespeare.

Comedies. 2 vols. By J. B. P. MOLIÈRE. (2s. net each. Dent.)

The Terrible Twins: a Play for Children. By A. BRITTER. (Health and Cleanliness Council.)

Selections from Rossetti and Morris. Edited by H. M. BURTON. (3s. 6d. Cambridge University Press.)

Village Drama Society Plays. The Ship Comes in: a Comedy in One Act. First Aid: a Comedy in One Act. By F. A. HYDE. *Them Buns: a Minor Tragedy.* By ETHEL ROSKRUGE. *The Matchmakers: a Play in One Act.* By MARION COUNTESS RUSSELL. *A Bit of Laikin: a Comedy in One Act.* By DOROTHY A. ROWLAND. *The Stranger: a Comedy in One Act.* (1s. net each. Deane: The Year Book Press.)

The Y.B.P. Series of Plays. The Atonement: a Play of Sicily. By C. ROSE and H. TIGHE. *The Green Monkey: a Comedy.* By V. BRIDGES. (1s. net each. Deane: The Year Book Press.)

Three Elizabethan Plays—The Knight of the Burning Pestle: Every Man in His Humour: a New Way to pay Old Debts. Edited for Schools by J. D. ANDREWS and A. R. W. SMITH. (1s. 9d. Nelson.)

The Idylls of the King. By ALFRED, LORD TENNYSON. Edited by J. HAMPDEN. (1s. 9d. Nelson.)

Shakespeare. King Henry VIII. Edited by G. E. HOLLINGWORTH. (3s. University Tutorial Press.)

Short Studies of Shakespeare. By G. F. BRADBY. (6s. net. Murray.)

The High Road of Australian Verse: an Anthology for Australian Schools. Selected by J. J. STABLE. (2s. 6d. Oxford University Press.)

NORTHAMPTON POLYTECHNIC INSTITUTE.—The many departments of the Northampton Polytechnic Institute, St. John's Street, London, E.C. 1, are described in eleven pamphlets which have recently been issued as "Announcements" for the session 1929–30. Day and evening courses are available in various branches of engineering, domestic subjects, and women's trades, and special attention is given to optical engineering and ophthalmic optics and to horology. It will be remembered that the recent celebration of the three-hundredth anniversary of the granting of a Royal Charter to the Worshipful Company of Spectacle Makers was held at the Institute.

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GEOGRAPHY

(1) *A Progressive Geography.* By C. B. THURSTON. Book IIa. Britain Overseas. (2s. 9d. Arnold.)
(2) *Visual Geography: a Practical Method of Teaching Introductory Geography.* By A. NIGHTINGALE. *The Big Shop of the Empire.* (1s. Black.)

(1) For classes in elementary schools and for junior forms in secondary schools, this is a particularly useful book on the British Empire. The chapters are well and concisely written, but each one contains sufficient material for a really good lesson. (2) This method of introducing the subject to beginners is a very good one as it will certainly rouse their interest in the lands beyond the seas. On the left-hand page, articles produced in the Empire are carefully described and opposite each description is a picture in outline illustrating the lesson. After reading the text, the pupil proceeds to colour the picture, and in each case suggestions for colouring are given.

Somerset. By S. E. WINBOLT. (6s. net. Bell.)

Holiday makers in Somerset will find this pocket guide both useful and companionable. If the culture of travel lies not in motion and rushing about, but in the calmer and more intensive appreciation of what we see, then the writer of this book certainly provides us with just the right materials for our leisurely contemplation. A great deal of information has been compressed into a small space, each place name is carefully explained and the interesting features of villages, churches, as well as the country side, are described in a concise manner. The illustrations throughout the book are excellent.

I Discover Greece: Wherein an Incurable Nomad Sets Forth What Befell Him and an Artist Friend During a Labyrinthine Summer Journey Through Modern Hellas. By H. A. FRANCK. (12s. 6d. net. Methuen.)

"The Prince of Vagabonds in the Land of Ulysses" is the publishers' alternative title for this book. And considering that this is the author's fifteenth travel-book, and that he has wandered over most of the habitable globe, he is not inaptly described as a prince of vagabonds. His particular brand of humour will not please everybody, but we must confess ourselves as much amused as we were by parts of "The Innocents Abroad" many, many years ago; by which we mean only that the humour is distinctly American. The book takes us along the highways and by-ways of Modern Greece, and introduces us to many types of its inhabitants. Interesting narrative and lively description are supplemented by about a hundred illustrations.

(1) *Land Utilization Map of the County of Northampton: Prepared from a Parish Survey on the Six-Inch Scale, Carried out by the Pupils of the Public, Secondary and Elementary Schools of the County, under the Supervision of their Teachers.* (Northamptonshire Education Committee.)
(2) *Mathematical Geography.* By Prof. A. H. JAMESON and Prof. M. T. M. ORMSBY. Vol. II. Simple Astronomical and Trigonometric Surveying, and the More Advanced Study of Map Projections. (6s. net. Pitman.)

(1) A study of the Home Region in the school geography course has long been insisted upon by all educational authorities; although good work has already been accomplished in some districts we have seen nothing to equal the results obtained in Northamptonshire. Under the guidance of the teachers, each parish in the county has been surveyed by the children living in it and the surface utilization of each field has been recorded in the first place on the six-inch ordnance map. The maps of the various localities were then pieced together, reduced to the one-inch scale, and published in three sheets; the distribution of cultivated land, pasture, woodland and waste are shown in colour. When the three sheets are fitted together an excellent map of the whole county is therefore available for future study. Although the arrangement and design of the work was ably planned by Mr. E. A. Field, Controller of the Survey, so elaborate and expensive a production would have been impossible without the support of the Northamptonshire Education Committee through Mr. J. L. Holland, the Secretary for Education. (2) "Mathematical Geography" deals with a very important branch of Geography; it is intended for those taking the special subject "Cartography" in the honours degrees of the University of London as well as other higher examinations. The book contains chapters on astronomical observations and calculations, photographic surveying, numerous map projections and many other subjects.

On the Bottom: An Epic of Deep-Sea Diving. By Comdr. E. ELLSBERG. (10s. net. Constable.)

After being in collision with the steamship *City of Rome* in September, 1925, the United States submarine S.51 sank to the bottom of the Atlantic in 132 feet of water and fifteen miles from the North America coast. The officer who was in charge of the salvage operations until the submarine was successfully raised to the surface in 1926, is the author of this book, and he tells a thrilling story of the trials and tribulations which are the common lot of the deep-sea diver. It is a record of human courage, endurance, and perseverance accompanied by infinite patience and a good deal of luck. This is a book of the right type for schoolboys to read and for this reason it deserves a place in every school library.

(1) *Britain and Europe: An Introduction to History.* By R. A. F. MEARS. Book II. From the Renascence to the Present Day. (3s. 6d. Arnold.)
(2) *The Living World Geographies.* Book II. *The British Isles.* By M. T. WOODHOUSE. (Paper, 1s. 3d. Cloth, 1s. 6d. Arnold.)

(1) "Britain and Europe" is essentially a history book in which the period from the Renascence to the present day is described. Unlike the older type of history book, this volume contains many maps and many regional descriptions in order that the historical events may be presented in their appropriate geographical setting. The illustrations add greatly to the interest of the various lessons. (2) For junior forms this little geography provides a useful course of lessons; many exercises and questions are printed at the end of the chapters.

(1) *Africa.* By L. S. SUGGATE. (6s. Harrap.)
(2) *Australia: A General Account—History: Resources: Production: Social Conditions.* By G. S. BROWNE. (2s. 6d. Nelson.)

(1) While emphasizing the economic development of Africa, adequate treatment has at the same time been given to physical and regional geography as well as to the various racial problems in different parts of the continent. The author has been very successful in bringing together a great amount of information so as to present a comprehensive and balanced study of Africa in the light of modern geographical research. This geography can be thoroughly recommended to those who are undertaking a course of study up to and beyond the matriculation stage and also to those readers who wish to extend their knowledge of this most interesting continent. (2) For Empire study, this attractive volume on Australia will be found to be most useful, as it includes instructive descriptions of the geographical features, the occupations of the people, the social conditions of Australian life, etc. The illustrations are very beautiful and some of them are in colours.

The Home of Man. Part I. *The British Isles.* By W. C. BROWN and P. H. JOHNSON. Revised Edition. (3s. 6d. Harrap.)
The Modern School Atlas. Edited by W. R. KERMACK. (1s. 6d. Johnston.)
Adventuring in Young America. By EDNA MCGUIRE and Prof. C. A. PHILLIPS. (4s. 6d. New York: Macmillan.)
The Voyage of the "Discovery." By Captain R. F. SCOTT. New Edition. (7s. 6d. net. Murray.)
The Place-Names of the English People at Home and Overseas. By M. J. C. MEIKLEJOHN. (2s. 6d. net. Meiklejohn.)
Guiding Exercises in Geography. By H. MCKAY. Book I. General Geography, with Special Reference to the British Isles. Book 2. The British Empire. Book 3. Europe. (Paper, 6d. each. Limp Cloth, 9d. each. Oxford University Press.)
The Homeland. By E. D. LABORDE. (1s. 9d. Cambridge University Press.)
Individual Exercises in School Geography. By C. MIDGLEY Book II. General Principles of World Geography. Book III. The British Isles. (10d. each. Exeter: Wheaton.)

EXAMINATIONS AND THE NEW PSYCHOLOGY.—The English section of the New Education Fellowship played a prominent part in the work of the Examinations Enquiry Committee which sat throughout the International Conference at Elsinore under the able chairmanship of Dr. Carson Ryan (U.S.A.). Among those who attended the committee meetings or contributed to the discussions were Mr. C. W. Cowen and Mr. G. S. M. Ellis (delegates of the National Union of Teachers), Mr. J. Compton (Secretary of Education for Barking), Mr. Guy Kendall (delegate of the Headmasters' Conference), Mr. W. H. Jenkinson (Association of Assistant Masters), Dr. W. Boyd (Glasgow University), Mr. A. Pinsent (University College, Aberystwyth).

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MISCELLANEOUS

Boys' Clubs: a Practical Handbook for Workers among Boys of 11 to 14, including Games and List of Yarns. By G. S. PAIN. (2s. 6d. net. Ludgate Circus House.) Jy

Mr. Pain states in his preface that "the aim of this book is to outline those principles which most workers among boys are agreed are sound and which make for success in boys' work. . . . It seeks to be as practical as possible and is not a hand-book for the experienced." The type of club discussed is that for the small group of boys ranging in age from 11 to 14. The book is undoubtedly practical and should be extremely useful, for the methods advocated are based on a sympathetic understanding of boys and great experience of activities that interest them. The chapter on games and the classified list of "yarns" should be of great value to all teachers of boys and girls in senior schools.

Sex in Civilization. Edited by V. F. CALVERTON and S. D. SCHMAHLHAUSEN. (20s. net. Allen & Unwin.) Jy

This volume of 700 pages consists of essays by thirty-two American writers whose qualifications and views vary a good deal, and may be said to give in a broad fashion the views current among the American intelligentsia on this vexed question. The subjects range from Sex in Poetry and Fiction to Sex in Religion and in Psycho-analysis. The wide range of subjects may account for the inequality of standard to be observed as between some of the essays. There is an eminently sane introduction by Havelock Ellis, and such essays as those by Prof. McDougall ("Should All Taboos be Abolished?") and Judge Lindsey ("Wisdom for Parents") are reasoned and balanced. S. D. Schmahlhausen's "The Sexual Revolution" is rather shrill in tone, while H. E. Barnes devotes his essay on "Sex in Education" to the curious thesis that "the chief function of education in the minds or parents is the jailing function," a naïve belief on which he bases an agitated plea for the fullest treatment in the curriculum of our schools and colleges of sexual elements in religion, psychology, literature, and the arts.

Everyman's Psychology. By Sir JOHN ADAMS. (10s. 6d. net. University of London Press.)

A new book by Sir John Adams, and an obviously important one, is a very welcome event. A review will follow in our next issue.

Feeding the Family: Hints for the Intelligent Housewife. By LEONORA EYLES. (4s. 6d. Richards and Toulmin.)

Rug Making. By DOROTHY DRAGE. (2s. 6d. net. Pitman.)

Pons Asinorum: or, The Future of Nonsense. By G. EDINGER and E. J. C. NEEP. (2s. 6d. net. Kegan Paul.)

Halcyon, or The Future of Monogamy. By VERA BRITTAIN. (2s. 6d. net. Kegan Paul.)

Women of To-day. By Hon. Mrs. D. POLLOCK. (6d. net. Routledge.)

The Second Book of Ranger Games. By R. TYACKE. (1s. R. Tyacke, 2 Warminster Road, S.E. 25.)

The State of the Prisons. By J. HOWARD. (2s. net. Dent.)

Prospectus of University Courses in the Municipal College of Technology, Manchester. Session, 1929–30.

London County Council. *Annual Report of the Council*, 1928. Vol. III. Public Health (Including the Reports for the Year 1928 of the County Medical Officer of Health and School Medical Officer, Main Drainage and Housing). (2s. 6d. King.)

A Brief Guide to Westminster Abbey. (2d. Christophers.)

Nyasaland Protectorate. *Report of the Education Department for the Year* 1928.

Education Department, Orange Free State Province. *Report for the Year Ending 31st December*, 1928.

Board of Education. *Educational Pamphlets, No. 73. Report on Adult Education in Lancashire and Cheshire for the Period Ending July 31st*, 1928. (9d. net. H.M.S.O.)

Prospectus of the Royal College of Art. (4d. net. H.M.S.O.)

Bulletin XLI. Adult Education in Russia—an Outline, The World Conference, Seafarers' Education, &c. (1s. World Association for Adult Education.)

World Association for Adult Education. *Tenth Annual Report and Statement of Accounts*, 1928–9. (3d. World Association for Adult Education.)

Secondary Education (Scotland). Leaving Certificate Examination (Including Day School Certificate (Higher) General Paper). Examination Papers, 1929. (2s. 6d. net. H.M.S.O.)

Stockport College. *Calendar*, 1929–30.

Varia

A charming and intimate picture of Charles Darwin's home life was given by Major Leonard Darwin in the July issue of the *Nineteenth Century*. Comment is unnecessary—the son gives just a few glimpses of the personality of his father, which will be widely appreciated.

* * *

The chief features of this year's exhibition in the NATIONAL LIBRARY, ABERYSTWYTH, are the collections of old-time children's books and of samplers. A descriptive catalogue of the exhibits, which also include rare Welsh manuscripts, paintings, &c., has been issued by the National Library, price 3d.

* * *

Students of history will welcome the announcement in the descriptive Autumn List issued by MESSRS. G. BELL & SONS, LTD., that Prof. J. Holland Rose's short study on "The Personality of Napoleon," based on his Lowell Lectures of 1911, is being re-issued in popular form.

* * *

The British Institute of Philosophical Studies announces courses of lectures on "Mind and Nature" by Prof. L. J. Russell, and "The Interpretation of Development and Heredity," by Dr. E. S. Russell. Further particulars may be obtained from the Director of Studies, 88 Kingsway, W.C. 2.

* * *

The volumes next to appear in the Borzoi County History Series are WILTSHIRE, by R. Welldon Finn, and SUFFOLK, by Miss Lilian Redstone. Messrs. Alfred A. Knopf, Ltd., will also publish in the autumn a "Social Approach to History," by J. D. Griffith Davies, specially written for the central and modern schools.

* * *

Teachers in search of animal stories should see the Autumn List which has been issued by MESSRS. J. W. ARROWSMITH (LONDON), LTD. Their Library of Animal Friends now contains nine volumes, five by Cherry Kearton and four by Frances Pitt, both of whom can be trusted to record observations accurately and to write a fascinating story.

We have received from MESSRS. W. & G. FOYLE, LTD., 119–125 Charing Cross Road, London, W.C. 2., their catalogue of Educational Books (Dept. No. 2). It is a classified list of more than fifty pages, containing a hundred or so titles on each page. Published prices are quoted and a note states that second-hand copies are supplied at a little more than half the published price.

* * *

A disquieting statement, well authenticated, was made at a recent conference on secondary education in Carnarvonshire. The schools were said to be starved in the matter of staff—heads having to do the work of assistants, equipment, and buildings. The fact is that the Welsh secondary education system has far outgrown the accommodation provided by pioneers, and additions are made so slowly that the efficiency of a fine system is being imperilled.

* * *

LAW AND THE SCHOOLS.—People are astonishingly ignorant of even the simplest legal matters, such as making a Will. As Mr. Justice Hill said the other day, in the course of an action in which a Will had ignorantly been rendered invalid, "The Law is so simple when it is understood, and there is no difficulty in explaining it. It certainly might be taught in Elementary Schools." A Book that fills this gap is Judge Ruegg's "Elementary Commentary on English Law: Designed for Use in Schools," published at 7s. 6d. by George Allen & Unwin, Ltd.

* * *

The published class lists of the Cambridge School Certificate and Junior Local Examinations held in July show that the total number of candidates entered was 8,498, exclusive of 1,214 who were examined at overseas centres. In the School Certificate Examination, out of 6,836 candidates for certificates, 2,493 boys and 2,098 girls passed, honours certificates being gained by 559 boys and 324 girls. The requirements for complete exemption from the Previous Examination were satisfied by 552 boys and 367 girls. Of the Junior candidates 350 boys and 538 girls satisfied the examiners.

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THE STUDENT'S HANDBOOK TO THE UNIVERSITY AND COLLEGES OF CAMBRIDGE

Twenty-eighth edition. Revised to June 30, 1929.
Crown 8vo. 7s 6d net.

Cambridge University Press
Fetter Lane, LONDON, E.C. 4

Selections from Rossetti and Morris

Edited by
H. M. BURTON.

Crown 8vo. 3s 6d.

This volume — a companion to Mr Burton's *Selections from Swinburne* — contains a selection from the poetry of D. G. Rossetti and from the poetry and prose of William Morris, with an introduction and explanatory notes.

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Topics and Events

SCOTTISH EDUCATION COMMITTEES. — A memorandum of eight pages, issued by the Scottish Education Department, outlines the constitution of the new Education Committees as required by the Local Government (Scotland) Act of 1929. The memorandum, which is of the utmost importance to those engaged in Scottish education, may be had from the Stationery Office, or through any bookseller (Memo L.G. 1, 2d. net).

* * *

SUPERANNUATION IN ENGLAND AND WALES.—The Board of Education has announced, in its administrative memorandum No. 67, that as from August 1, 1929, all periods of teaching service, provided they are full-time, even if they are for as short a duration as one day, will be recorded as pensionable, if such service is rendered in grant-aided schools. Contributions should therefore be deducted from salary in respect of such service. All such service in respect of which superannuation contributions have been paid will in future be counted for incremental purposes in the assessment of scale salaries. The new procedure will mean that all short periods of service must in future be recorded in the Service Books. Previously service of less than one month was disregarded for the purposes of salary and superannuation, and the modification now introduced will remove certain inconveniences in practice that resulted from this restriction.

* * *

EDUCATIONAL OPPORTUNITIES FOR YOUNG ENGINEERS.—The Council of the Institute of Marine Engineers announces that apprentices or students intending to become marine engineers are admitted as graduates on furnishing proof of apprenticeship and studentship at a recognized technical school or college. The Institute's annual examination for student graduateship and the accompanying diploma, open to graduates or others not yet associated with the Institute, will be held on April 7–10 next at centres arranged to suit candidates. The superintendent engineers of the leading shipping companies recognize that possession of this diploma is proof of all-round ability in the technical subjects specially required as the foundation of a successful career as a marine engineer. Of particular appeal to ambitious and studious apprentices is the annual offer of the Lloyd's Register Scholarship, value £100 per annum and tenable for three years at an approved university. The next examination for the scholarship will be held on May 12–13 next, at various centres. Full particulars may be obtained from the Secretary, Institute of Marine Engineers, 85 The Minories, London, E.C. 3.

* * *

SCHOOL OF MINES, TREFOREST.—In 1913 the principal coal-owners of the South Wales and Monmouthshire coalfield established a School of Mines at Treforest for the development of technological instruction in mining. The work of the school was maintained and developed until, in 1928, it was transferred to the Glamorgan Education Authority. According to the Calendar for 1929–30, the School maintains full-time courses dealing with coal mining, colliery engineering, chemical engineering, etc., and it is a centre for research work in accident prevention. The sandwich system—six months at the school and six months at work alternately—is followed to ensure that the students have good technical and practical training.

* * *

BRITISH EMPIRE SCHOLARSHIPS.—Since its inception in 1925, the Fellowship of the British Empire Exhibition has done excellent work in providing scholarships for British boys at agricultural colleges in the Dominions. These scholarships carry twelve months' free training, the funds for which are supplied partly by donations from the Government and partly from supporters of the Fellowship. The *Overseas Settler* for August shows that boys awarded scholarships are doing very well in Canadian and Australian colleges, while others have already started farming on their own account. Scottish scholars do the best of all, as a rule. It is hoped that the five hundredth scholarship since the inception of the scheme will be awarded in the near future.

* * *

ATTENDANCE OF CHILDREN AT CINEMATOGRAPH EXHIBITIONS. —The report of the recent joint meeting of the Special Services, Elementary Education, and Higher Education Committees of the London County Council shows that consideration was given to proposals of the Theatres Committee with regard to the attendance of children at cinematograph exhibitions. It was decided to recommend to the Theatres and Music Halls Committee that no change be made in the present regulations prohibiting the attendance of children under 16 who are unaccompanied by a parent or *bona fide* guardian at the exhibition of "A" films (those passed for public exhibition to an adult audience only) and that it would be unduly restrictive to prohibit mixed programmes of "A" films and "U" films (those passed for universal exhibition). The Education Committee agreed, however, that it would be desirable for a notice to be exhibited over the pay-box indicating the times at which the "A" films will be shown; also that it would be advantageous if films specially suitable for children were marked "C" by the British Board of Film Censors. It was also of the opinion that the words, "This film is not suitable for exhibition to children" should be included in the certificate as to "A" films required to be exhibited over the paybox, and that all posters and other advertisements of films should be required to indicate the category of the films to be shown, showing plainly the definitions of "A," "C," and "U" films.

* * *

POLYTECHNICS IN LONDON.—The new North Western Polytechnic, erected by the London County Council in Prince of Wales' Road, Kentish Town, has cost approximately £120,000. It contains junior day technical schools for boys in light engineering, woodwork, and for girls in domestic subjects, and evening classes in commerce, domestic economy, and for the cabinet-making and printing trades. The Polytechnic will be opened by the Prince of Wales this month. Regent Street Polytechnic is being enlarged at a cost approximately of £170,000, by the erection of a new building in Titchfield Street. The new premises will give more space for classes in commerce, architectural subjects, electrical engineering, and domestic economy. Bloomsbury Trade School for Girls, Queen Square, has been enlarged at a cost of £8,250, and Beaufoy Institute, Vauxhall, at a cost of £10,850. A large new building is being erected at the Northern Polytechnic, Holloway, for the training of more students for the building trades. A new building trade school is also nearing completion at Shepherd's Bush, at a cost of £48,800. The new buildings at the Borough Polytechnic, which will cost about £86,000 will be partly completed and used during this session.

* * *

CAMBRIDGE HIGHER SCHOOL CERTIFICATE.—The class-list of the above examination shows that the number of candidates entered at English centres was 649, and of these 264 boys and 151 girls obtained certificates. The schools presenting the largest number of successful candidates were King Edward's High School for Girls, Birmingham (28), King Edward VI Grammar School, Stourbridge (14), Bournemouth High School (13), Johnston School, Durham (13), Bedford Modern School for Boys (12), Crypt Grammar School, Gloucester (12), Cambridge and County High School for Boys (11), Portsmouth Grammar School (11), Sir Thomas Rich's School, Gloucester (10). The mark of distinction was gained in individual subjects and groups as follows: Latin (8), Greek (10), Ancient history and literature (2), French (13), German (2), Spanish (1), English (22), history (10), geography (2), advanced mathematics (Group III) (7), mathematics (Group IV) (3), physics (11), chemistry (12), botany (2), geology (1), zoology (2), art (3), music (1). The largest number of marks of distinction gained by candidates at a single school was 11, awarded to pupils of King Edward's High School for Girls, Birmingham. The Marmaduke Levitt Scholarship has been awarded to P. G. Seapey of King Edward VII School, King's Lynn.

* * *

HEALTH AND CLEANLINESS.—Prizes of £5, £4, £3, £2, and £1 are offered by the Health and Cleanliness Council to school teachers for the best scheme for the award of a Health and Cleanliness Badge to individual pupils who maintain a satisfactory standard of cleanliness and personal hygiene. This offer is the outcome of requests which have been received by the Health and Cleanliness Council from teachers for a badge to present, under appropriate conditions, to their pupils. The Council feels that teachers themselves would be the best persons to advise it on the conditions under which such a badge should be presented. It hopes that teachers will agree with it that a badge of this nature should be awarded only to those pupils who have attained certain specified qualifications. Schemes, which should be briefly set forth, and enclosed in an envelope marked "Badge Scheme," should be submitted to the Health and Cleanliness Council, 5 Tavistock Square, London, W.C. 1, not later than October 14, 1929.

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MINERS' WELFARE SCHOLARSHIPS

The trustees of the Miners' Welfare National Scholarship Scheme announce that Miners' Welfare Scholarships for 1929 have been awarded as follows:

Edwin Davies, of Pontyberem, near Llanelly, Carmarthenshire, a Scholarship tenable at the University College of Wales, Aberystwyth, to enable him to take a degree course in Arts. Harry Dawes, of Somercotes, Alfreton, Derbyshire, a Scholarship tenable at the University of Cambridge, to enable him to take a degree course in Economics. Thomas Dixon, of South Moor, Stanley, Durham, a Scholarship tenable at the University of Durham, to enable him to take a degree course in English. William Gemmill, of Lesmahagow, Lanarkshire, a Scholarship tenable at the University of Glasgow, to enable him to take a degree course in Science. David Jenkins, of Treherbert, Glamorganshire, a Scholarship tenable at the University of Birmingham, to enable him to take a degree course in Mining. George Keeling, of Nottingham, a Scholarship tenable at the London School of Economics, to enable him to take a degree course in Economics. Raymond Parker, of Castleford, Yorkshire, a Scholarship tenable at the University of Manchester, to enable him to take a degree course in Music. Robert Douglas, of Aspatria, Cumberland a Scholarship tenable at Armstrong College, Newcastle-on-Tyne, to enable him to take a degree course in Applied Science. Mary Garbett, of Atherton, Lancashire, a Scholarship tenable at St. Hugh's College, Oxford, to enable her to take a degree course in Classics. John Kerr, of Dundee, a Scholarship tenable at the University of St. Andrews, to enable him to take a degree course in Natural Philosophy. Harry Arnold, of Norton-on-the-Moors, Staffordshire, a Post-graduate Scholarship tenable at the University of Berlin, to enable him to do research work in Economic History. Elvira McManus, of Blantyre, Lanarkshire, a Post-graduate Scholarship tenable at the University of London, to enable her to take a diploma course in Education.

Further Scholarships will be offered towards the end of this year, and instructions as to the method of making application and the closing date for the receipt of entries will in due course be posted at pitheads, at Miners' Welfare Centres, and in post offices, and will be advertised in the Press.

PALMER'S SCHOOL, GRAYS, ESSEX

School Leaving Scholarships: William Palmer Scholarship (£30 per annum): V. I. Todhunter. Hugh Silverwood Scholarship (£25 per annum): F. J. Wood. G. H. Silverwood Scholarship (£30 per annum): J. C. Corby. Essex County Council Major Scholarships: V. I. Todhunter, F. J. Wood, J. C. Corby.

QUEEN MARY'S HIGH SCHOOL FOR GIRLS, WALSALL

State Scholarship: Winifred Higson. Jane Handley Scholarship (£50 per annum): Ruth Turnock.

ST. BRANDON'S, BRISTOL

University Scholarships: A. Davies, J. Lee White (£25 per annum for three years). Braikenridge Leaving Scholarship of £20 for one year: J. Cornish-Bowden

WOLVERHAMPTON GRAMMAR SCHOOL

University Scholarships: N. H. Fanshawe (£100, Gonville and Caius College, Cambridge), Mathematics; W. T. Holloway (£80, Queen's College, Cambridge), Mathematics; J. B. Morgan (£100, Jesus College, Oxford), Mathematics; R. Morris (£100, St. John's College, Oxford), Classics; J. B. Skemp (£100, Gonville and Caius College, Cambridge), Classics. State Scholarships: N. H. Fanshawe (£80 and fees); T. E. Faulkner (on Reserve List); W. T. Holloway (on Reserve List); J. B. Morgan (£80 and fees); E. Shotton (£80 and fees). Hatherton Scholarship: N. H. Fanshawe (£50). Staffordshire County Major Scholarships: W. Hancox, R. Morris (£50 each).

WORKSOP COLLEGE

County Major Scholarship (Classics): R. W. King. County Major Scholarship (Science): C. P. G. Walker.

* These awards are provisional.

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The Teacher: Types, Contacts, and Interests

XI.—THE TEACHER AS PARENT

By Prof. Sir John Adams, formerly Principal, London Day Training College

PERHAPS the most congenial of the many parts the teacher has to play is that of parent. Naturally there are different degrees of consanguinity with the real parent. Most remote from the parental attitude is the specialist who communicates a certain amount of knowledge to a pupil for a consideration, particularly if this knowledge or skill is of what the Americans are getting fond of calling a "gainful" kind. The man who teaches shorthand or book-keeping in a commercial school is at the lowest rung of the parental ladder, whereas a housemaster is at the top. But each of us has, to some extent at least, the parental attitude.

So clearly is this understood in life that the law itself recognizes the relation, and has embodied it in a phrase of universal acceptance. When we speak of the teacher being *in loco parentis* we are acknowledging that even cold-blooded law admits the closest relation between teacher and pupil: a relation so close that it can be represented by comparison with the closest relation of all, the blood relation of parent and offspring.

To be sure this rather intimate figure has to stand rude shocks in the rough and tumble of real life. The meaning of the phrase gives rise to disputes. Some real parents, jealous of their standing in relation to school, will have it that it is only a matter of delegation: that the parent for good and sufficient reasons hands over to the teacher certain powers, but that these powers are to be exercised by the teacher merely as a deputy for the parent, who is the sole source of authority. Accordingly, the activities of the teacher are to be subject to parental control: the teacher, in fact, has to take his orders from the parent.

The teacher, on the other hand, takes the view that the child is handed over to him with full parental powers: that the parent for reasons of his own abdicates for certain periods, and entrusts his full authority for the time being to an official technically known as a teacher. The law, fortunately for us takes rather the teacher's view, and in all cases where conflict arises between parent and teacher is inclined to take the teacher's side. Naturally the occasion where there is most chance of conflict between parent and teacher in the matter of authority is in connexion with corporal punishment. The cane takes the place in the teacher's case of the fasces of the Roman magistrate, and so long as it is used in moderation, as a parent should, the law maintains the teacher's right to use his delegated power. The legal view appears to be that so long as the teacher is using his power in the way that a reasonable parent would, he must be allowed free play.

In truth parents as a rule are only too glad to have all this authority taken from them and along with it the irksome responsibility it carries with it. Elementary teachers in certain of the more socially troublesome districts are not greatly surprised now and again to have a harassed mother bring her boy to the master with the request that he give the brat "a good walloping," and though he does not accept the commission he is not displeased at the fellowship implied in the proposed co-operation.

This whole matter of delegation is naturally at the bottom of Mr. G. Bernard Shaw's theory, that we have already encountered, of the exact nature and function of the modern school as viewed from the standpoint of the parent. We have seen that he makes no secret of his opinion that schools are a sort of prison invented if not by, then in the interests of, parents, whose main desire in connexion with their troublesome brats is to be rid of them as much as is possible. All the fine things that Plato, and Quintilian, and Milton, and Rousseau, and we modern enthusiasts have put into such eloquent words make no appeal to Mr. Shaw. We may be as learned and obscure as we please, he holds calmly on his way and reduces the whole educational problem to its lowest terms, telling us in effect that it is all a matter of parking the youngsters.

Naturally his theory is by no means new. It was definitely accepted when the French established their *crèches*, though these helpful institutions had the justification of economic necessity. There is a great deal to be said in favour of an institution that makes sure of wholesome attention to tiny children while their mothers work to support themselves and their offspring. It is a far cry from this to the Shavian doctrine that regards schools as merely convenient dumping places where bored parents can get rid of their youngsters who would otherwise interfere with the paternal and maternal pleasure. G. B. S., in his usual ruthless way, lowers the motive underlying the parking theory, and increases its range.

Without accepting the theory in its Shavian form, we need not be so indignant at it as some are, who go the length of sympathizing with the teachers upon whom the burden falls of taking up the drudgery that the parents decline to undertake. Any of us who has spent a summer vacation in a country house where our fellow guests included an assortment of healthy boys and girls at home for the long holidays, will be inclined to sympathize just a little with the parents, and a good deal with the schoolmaster on whose shoulders the parental burden rolls at the end of the vacation.

But this second sympathy is misplaced. For "at school" and "at home" connote two very different things in the matter of boys and even girls. The school is definitely organized to deal with boys or girls as the case may be: the home usually is not. What is a scourge to a mother, and still more to a father, is all in the day's work to the

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housemaster. I choose him first, because he is in a particularly favourable position to deal with the young barbarians. He has a house specially organized to meet their needs : he has his big family so placed that superfluous energy is worked off in a legitimate way, and that different boyish forces are pitted against one another in such a fashion that the parallelogram popular in mechanics text-books guides the resulting force in a desirable direction : the master knows far more about boys than any ordinary father is likely to do. Further, the housemaster has usually chosen this way of making a living. It is true that not in all cases has he set out on a career that was to end in " a house " with thirty boarder-boys. He had probably far other ambitions at the beginning : but, after all, it was by a process of selection that he came to his present position. He would not be there had he not proved himself to be a capable manager of boys, and a fitting person to be put in charge of a houseful of them. He is accordingly much better fitted to make a good job of the education of his boys than their fathers could possibly hope to be.

All this is recognized in the name given to his book by Mr. J. C. Tarver : *Foster Parents*. To be sure the housemaster is the only type of our craft that is fully entitled to the name : the rest of us (except those who have dormitory duties included under our contract) are only a sort of half-time parents and amateur at that. The legitimate foster-parent-teacher rises far above the amateur parenthood of the rest of us. He may or may not be a real parent after the flesh, but in any case he is a professional parent, and is carrying on the responsible work of parenthood in a way that far surpasses the ordinary blundering attempts of the mere parent in the commonplace sense of the term. He is free from most of the natural weaknesses of parenthood, can make an unbiased estimate of the powers of each of his foster brood, and can apply the proper stimulus without the inhibiting influence of what is called natural affection. He can watch impartially the developing bad (but, thank God, also the good) qualities that rather paralyse the real parent by the sense of his responsibility for these qualities being there at all.

Next to the housemaster is the form-master, whether in a secondary or an elementary school. He has, in a great measure, the parental attitude. He is not a mere communicator of knowledge or an imparter of skill. He is responsible for his boys as human beings, as *menschen*. He feels that he has a great deal to do with the sort of men these boys will become. The very limited number of teachers—let us call them the nine-to-four men—who do their day's darg, and when the school is over wash their hands of the whole affair, have certainly no right to be called foster-parents. The huckster spirit in them cannot rise above the pay envelope and the mechanical responsibility of being regularly at school between the appointed hours : and the spirit of parenthood is not in them.

There is slight chance of friction between the actual parents and the first-grade foster parents, as we may call the housemasters, for the transference of authority is so complete that no room is left for overlapping and consequent friction. But in the case of the semi-foster parents who are form-masters in day schools, there is ample opportunity for squabbling. Here we find more trouble with the parents connected with girls' schools than with boys'. The main source of friction is with regard to social engagements out of school. Teachers find that parents are rather inconsiderate in the ease with which they write notes excusing neglected home-work or partial absence. The parental idea seems to be that interruptions of this kind do not matter, that things will straighten out by the end of the year, and no one will be able to tell those who had many excuses and those who have had few.

Things, however, are much better in this respect in these latter days than they used to be. Formerly there existed what almost amounted to a state of war between teachers and parents. From homes came the complaint that the teachers did almost nothing, contenting themselves with prescribing certain pieces of work to be done at home, and then testing the pupils next day to see whether this work had been done. The teachers were said to regard themselves as a sort of examiners, whose business it was to see whether the parents had taught the children properly on the night before.

Naturally this is merely a silly exaggeration. Parental help of this kind is what teachers are most anxious to avoid. There is indeed no more fruitful source of trouble between teachers and parents than this " helping " at home. Every time that I have to give the speech at the presentation of prizes I make a point of urging the parents to avoid giving technical help to their children. I do not explain that they could not do it if they tried, for school methods are so constantly changing that what the parents learnt at school is almost certainly old-fashioned by the time they in their turn have children at school. My plea always is to treat school work seriously, to give the youngsters suitable conditions under which to do their home-work, and to see that they spend a reasonable time over it. If the parents take school work seriously, and show their children that they do, there will be little danger of friction between school and home.

We have put off as long as we could the most troublesome problems of the teacher as a genuine parent. How does his status as a parent affect him professionally ? This time the gender of the word we use has a real importance. It makes all the difference in the world here whether we are considering men or women. With regard to men the careless reader will be apt to ask how it can make any difference at all. But with regard to women even the careless reader knows that it is a crucial question, involving the previous question of her appearing in the ranks of teachers at all.

It is a tangled question this of the parenthood of women teachers. To begin with, it turns us back a step, for the trouble arises not on the actual onset of parenthood, but on the assumption of the responsibilities of wifehood Certainly parenthood is very often involved in the opposition to the marriage of women teachers, one of the common objections to a woman's holding on her teacher's post after marriage being the possible dislocation involved in the coming of children. We would willingly avoid the discussion of this aspect of the teacher's relation to her post on the one hand and to society on the other. We might shuffle out of the trouble by saying that the marriage of women teachers is an economic question, and since it involves the ejection from the profession it does not really concern us here, for she can no longer fulfil the terms of our title by being a teacher *as* anything else. But unfortunately for this plea, it would appear that she is being turned out of the profession for a reason that on first principles may be regarded as one of the best qualifications for her work.

Indeed, as a fair-minded person called upon to treat of *The Teacher as Parent* would at once discover when he sat down seriously to tackle his subject, the *absence* of parenthood status may be treated as a distinct disqualification for the teacher's office. No doubt there are certain groups of celibate persons who have devoted their lives to education, and the work done by these bodies has been of very high quality. If any objection is raised against it, the cause of reproach is the kind of things they teach, certainly not the way in which they teach them. Indeed, there are found those who see in their celibacy that element of self-sacrifice, and of freedom from competing social responsibilities, that provides specially well for the disinterestedness that many regard as one of the essentials of the teacher's office.

But the plain man is apt to ask in surprise whether it does not stand to reason that a man who is a father himself is just the man who should be trusted with the care of other people's children, and that obviously the same would be applied with that comforting bit of everyday Latin, *mutatis mutandis*, to women. From this standpoint it would seem—unless he happens to have unmarried

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sisters or daughters in the profession—as if it would be a much more reasonable thing to put in an advertisement for a master the words "None but fathers need apply," than to put in one for a woman teacher the words "Married women ineligible."

As this is being written, the probable issue of the dispute would seem to be that the embargo on married women as teachers is likely to be lifted, but that certain economic limitations may be introduced to secure the minimum disadvantage to all those concerned. The way is therefore clear for us to go on to what more nearly concerns us here, though it will be found that some of the things we have got to consider may have a definite bearing upon the practical side of the problem we are dismissing with such a sense of relief.

What effect, then, has the fact of parenthood on the teacher's attitude towards his professional work? Not so much, probably, as we would expect before we start to look into the matter. To begin with, the way in which he looks on his own children is not quite the same as the way in which he regards other people's: and the more you think of it the more you will see that it is well that this should be so. The attitude of the foster-parent is much safer for the pupils than the attitude of many an average father. To the majority of parents there is a strong tendency to regard their offspring on the all-geese-for-swans principle. The personal equation tends to distort badly the professional vision.

The trouble is that this equation works in a rather disturbingly erratic way. It may take an anti-swan turn. The teacher may be so anxious to be fair-minded that he acts with a bias against his own brood. The schoolmaster that Mr. F. C. C. Egerton describes as caning his own boy to show that he is impartial is true to life in this respect, though his drunkenness throws him out of court as a reliable witness in other matters. The position is admitted by no less a person than Dr. Samuel Johnson, who in speaking of an exceptionally gloomy young man is said to have exclaimed that he must be the son ofa school master!

But the best proof of all is supplied by the policy of the ordinary sensible schoolmaster. He seldom allows his son to attend the school in which he teaches, and almost never permits him to enter his own class. The policy is exactly the same as that of the family doctor who almost universally gets a fellow practitioner to attend not only himself, if he needs attention, but his family as well. A man is not without honour save in his own family group, as is broadly hinted in *Punch* by the cook of the famous consultant who in her time of medical need insisted on going to "a real doctor."

Teachers of a psychological turn of mind sometimes study their own children with considerable interest, but not very much practical result. That is not the way to get information that will be of practical value in the class-room. In studying his own children the teacher loses the unbiased attitude that is his privilege in dealing with the children of others. The help he can get from his own brood must be sought in a more indirect way. Direct questioning and "scientifically controlled" methods of investigation are likely to be fruitless, because so many important but uncontrollable elements enter into the case. Unobtrusive observation of how the young people act and react at home, with particular attention to their attitude towards and their comments upon school affairs when they believe that dad is not paying any attention to what they are saying, will produce much more useful results, and will in any case enrich the parent-teacher's vocabulary in directions in which it would otherwise be rather limited.

At vacation times, and in helping his youngsters during term time in some of their more technical work in which he happens to be expert, the father can get into very close touch with his boys, and acquire what may be not unfairly called an esoteric knowledge of their disposition and temperament, and a corresponding knowledge of his girls, though in their case only on the exoteric plane.

What the teacher-parent must be continually on his guard against is setting up his own children as a sort of objective standard in his estimating the powers of his pupils. I have come across several cases in which a clever boy or girl in a schoolmaster's family has caused quite unnecessary worry to respectable mediocre pupils who never knew that they had the master's Alice or George to thank for their inability to please that master. The teacher who wishes to use his home standards in this way will do wisely in assuming that his family is above the average. This will gratify him, and can do no harm, while possibly doing some good by releasing mediocrity from straining after an unattainable goal.

One peculiarity I have observed among parent-teachers that I have never been able to explain satisfactorily to myself. This is a strong tendency to avoid hurry in beginning the education of their own children. About the first child this is not so noticeable, for the novelty of the thing encourages precipitancy. But with all the other children the teacher-parent takes the attitude that "there is no hurry." Does this originate from a natural reaction against the feverish haste that he sees among other parents: or is it a reasoned approval of Rousseau's *festina lente*: or unwillingness to have his youngster so soon swamped in the crowd, an incident with which he is painfully familiar? Has it any correlation with the proverb that assures us that the shoemaker's children are generally badly shod? Or is it that the teacher-parent has observed that at ten two boys are at just about the same stage of advancement, though one began his schooling at five, and the other at eight? Perhaps such problems should not be publicly debated. But I have often wondered what the explanation really is: and this is, after all, a professional paper.

EDUCATION FOR COMMERCE AND INDUSTRY.—Lord Eustace Percy, in the course of an address given at the annual conference of the British Commercial Gas Association at Eastbourne, instanced two general defects in our education for commerce and industry. "It is defective," he said, "first because it stops too soon and secondly because it too often leads to nothing." He cited the ineffectiveness of language teaching as an example of the first defect, pointing out that the study of languages is nearly, if not absolutely, useless unless it is carried forward from boyhood into manhood. The great majority of pupils leave school not later than 16; few receive any encouragement afterwards to continue their studies and of those who go to the university few choose a foreign language as their degree subject. In considering the second defect Lord Eustace referred to what he termed "the supreme anomaly of technical education on its industrial side." Although it is workshop apprentices who form the bulk of evening or day students at technical colleges, yet the road to promotion in industry generally lies, not through the workshop, although supplemented by technical education, but through offices. The boy's education is regarded as finished when he becomes a fully skilled worker, whereas the clerk may rise to management. The coal industry and premium apprenticeship in industry were given as cases in which this generalization did not hold. Towards remedying these defects Lord Eustace urged (1) that academic authorities and the universities should reconsider the present examination system, with its tendency to early specialization at school, and the whole question of the place of languages in general education; (2) that business men should look beyond the school to the university and should ask for a more coherent policy; (3) that the development of courses of higher technical and business study in technical colleges must be promoted, and every inducement given to post-apprenticeship workers to attend these courses; (4) that facilities should be given to the best of the young men on completion of their apprenticeship to take a degree course at the local university, possibly under "sandwich" arrangements.

* * *

EPSOM COLLEGE.—Viscount Burnham has succeeded the late Earl of Rosebery as President of Epsom College. He takes office in the midst of a time of great expansion and improvement of the school in all directions, and his quickening influence should prove a great asset. The college buildings in their eighty acres of grounds on the slope of Epsom Downs suggest an ideal situation for a public school.

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Geography for the School Certificate and Matriculation Examination

BY A TEACHER AND EXAMINER OF WIDE EXPERIENCE

II.—"PRACTICAL GEOGRAPHY." Experimental and Open Air Geography

A BRIEF generation ago it would have been necessary to plead for the inclusion of some illustrative practical work in the teaching of geography; that is no longer necessary. The effectiveness and the value of "learning by doing" are now fully recognized. Discussions now frequently concern themselves about the meaning of "practical geography," and about the time to be given to it. I shall not spend much time in discussing what should be included in the term, nor am I seriously concerned as to whether much that is mentioned hereafter really belongs to geology or meteorology, agriculture or mining, physics, mathematics, or astronomy; if we become over careful about these matters there may be little "geography" left. As to the time needed, it is not easy or desirable to give a definite answer; so much depends upon the school time available, the length of the course, the equipment of the school, the surroundings, the training and the bent of the teacher. On the whole I should say that about one fourth of the geography time table may well be spent in something other than reading, listening to class-lessons, taking notes, writing answers, taking down statistics, and class discussions. For the sake of simplicity let us group any form of *doing* as practical work, whether it be the making of a map or a diagram, the carrying out of an experiment with rain-water, river-water, or sea-water, or making observations of the rising and setting of the sun and its progress across the sky. Obviously these are but the merest examples. Also for the sake of simplicity let us here group together what is best done in the class-room or on the table at home, what should be done on some form of bench or laboratory bench, and what can only be done in the open air. Let us aim at gaining knowledge in a concrete, interesting and effective way, and we need not concern ourselves too much about definitions.

I hope we may assume that in a considerable number of the schools there is a room set apart for geography, especially that part which is here under consideration. Very expensive and elaborate equipment is not necessary, but a teacher's working-bench or table, equipped with a water tap, a sink, one or more Bunsens, and a supply of electricity are most desirable. The lack of a special geography room, or geographical laboratory, should not deter us from doing a good deal that is practical.

After a good deal of experience and many experiments I should not give practical geography a special place and period in the time table. In my own early days, following the fashion in chemistry and physics as then ruled by the regulations, I tried a special allocation of time to practical geography, but I found it did not work well. It is better to leave it to the choice of the teacher, make it *ad hoc*, so to speak, sometimes longer sometimes shorter, as the needs of the course demand at the time.

Before I leave these generalities it may be well to return to the important question of time. Many teachers have told me quite frankly that they cannot afford time for "practical work." I do not wish to be extreme, and I would not go to the length of saying, "Well, then, drop geography." I want my subject to have a place in the curriculum, but I do plead most strongly that if time is so limited then let some of the common class-lecturing go and so save at least some for practical work. One final word on this point; it may be that the teacher cannot get much time for open air studies, especially those which demand considerable time. I faced this difficulty long ago, and by giving a few long summer evenings, and an occasional Saturday afternoon, and sometimes a day stolen from the official holidays, I managed to get in some very pleasant and very effective studies. Of course I did not always get a full attendance on these extra, unofficial times. I had no right to expect it. In a long teaching career those are the great days that stand out in my memory.

There is a very wide field from which to select, and it may help the younger teacher especially if I give a practical but fairly comprehensive list. I group my suggestions somewhat empirically perhaps, so as to save the time of the teacher.

A. *The Earth's Surface*, its changes, and some things we get from it. First of all, and very simple, there may be some elementary studies of sand, sandstone, grit, pebble beds, mud, clay, shale, slate, chalk, and other limestones, selecting partly according to the rocks of the district and partly to illustrate points which may turn up in the course. As an example take the great number of artesian wells in the London Basin, and then we may go on from this to the very important artesian bores in Australia. A study of the principles of these should be founded on a knowledge of the elementary properties of chalk sands and clay. There are a great number of schools where it is quite easy to collect samples of London clay and chalk, and there it is obviously a simple matter to show the porosity of chalk and the impermeability of London clay. It is easy to contrive simple and yet effective experiments.

So also in the great industrial regions on the flanks of the Pennines, where supplies of pure water play such an important part in both domestic life and in industry, there is no difficulty in showing the character and properties of millstone grit and contrasting this rock with the shale which is also so common to the Pennine region.

In most cases boys or girls will themselves get the samples required. Many other rocks can be treated on similar lines, and every district presents some feature or problem of special interest.

A second group of studies includes the work of frost, rain, rivers, and the sea, chiefly as agents of erosion, transport and deposition; there is abundant opportunity almost everywhere, and the time spent need not be great. It is rather more a matter of training the students to observe and experiment for themselves. A study of a river actually in flood is an opportunity which should not be neglected, whether it be a mountain stream in one of our hilly regions, or such a river as the Thames in its late winter floods. After these home studies, it is very much easier for the students to understand, for example, the spring floods of the Mississippi, the annual and fairly regular floods of the Nile, the disastrous and irregular floods of the Hoang-ho, and the formation of deltas at the seaward end of alluvial plains; simply to read about these processes, even in the most interesting books, is not enough.

From these simple studies of rocks and of processes in nature it is an easy step to studies of such land forms as are within reach of the school. Here again there is very wide scope and I must be content with examples. On the coast are the cliffs or the low flat sands, muds, or pebble beds; no school within easy reach of the sea can possibly lack abundant opportunity; inland there are the land forms mentioned in the preceding article under the heading of local geography. Go and see these, and learn (within the limits of the students) something of how they have been produced, and especially how they influence man's activities and enjoyments. Springs, disappearing rivers, river gorges, waterfalls, pot-holes and meanders of rivers make an instant appeal to young students at this stage, as I know by long experience.

As a branch of this subject I should include some "practical" study of at least a few of the things we get from the rocks, especially those which have a local interest. To see a coal seam once, should be possible for every student

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whose school or home is on a coalfield; sometimes a coal seam may be seen in a natural or artificial section. The study of peat beds on our moorlands, in the mosses of Lancashire, in the fens of the Wash, or in the flat lands of Ireland, is possible for many schools. To see an actual occurrence of beds of rock salt, or to see actually the way in which salt is obtained is not so easy, but it is not difficult to show the students some specimens of rock salt, and then they may be challenged to prepare a sample of table salt from the brownish, impure rock salt.

Rocks used in building in the district, or as paving stones or road-metal, or as ornamental stones, and for monuments, &c., are quite easy to obtain and to study in a very elementary way. I should not attempt an advanced mineralogical or chemical study, and I should only select those rocks with some local or personal interest. In many districts some elementary practical study may be made of more occasional "minerals"; for example kaolin in Devon and Cornwall, gypsum in Nottinghamshire, iron ore in Cleveland, Lincolnshire, Northamptonshire, &c.

Students at this stage are quite able to understand about the water supply of their own home, school or town, and as this is one of the most important services in our life there should be opportunity in the geography course for seeing something of the principles involved. One or two school periods at most are all that need be given. Of course the storage reservoirs or the pumping stations may possibly be seen on a school journey or on an excursion when some other theme is the main purpose of study. Take such an opportunity when it occurs, and see that the principles are understood.

B. *Weather and Climate.* This, like other studies of similar scope, should go on throughout the whole of the geography course, part of it being that continuous experimental study which gives us our data for comparison, and some of it more or less seasonal or topical.

Records of rainfall, temperature and pressure are now taken regularly in most schools, either by relays of students, or by these in conjunction with caretakers and others. In many schools the direction of the wind is noted regularly, and in others observations of cloud and general statements about the weather for the day are entered up regularly. Students should be familiar with the use of the wind-vane (wrongly called a weather-vane), the rain-gauge, the barometer, and the thermometer; in most schools there is an aneroid as well as a mercury barometer and students can be made familiar with the two. Many schools have maximum and minimum thermometers, but in any case these instruments can usually be seen in a neighbouring park.

From the records of wind direction the students themselves can make a wind-rose for a year, or an average one for a series of years. From this wind-rose, comparisons can be made of the wind directions throughout the year at such places as Malta or Bombay or Peking, which have much more pronounced seasonal winds than we have in our country. Knowledge which is founded on the basis of local study is more readily acquired than if there is no such basis of local reference.

Students will naturally make many rainfall diagrams for towns in other regions, such diagrams as are found in almost every text book nowadays; these diagrams are of greater value if the students have made one for their own school rainfall or of the rainfall in a neighbouring park; in any case they should make diagrams for the nearest local station and so familiarise themselves with the "all the year character" of our British rainfall, and of its variable character from year to year.

At some convenient place in the class-room, or the special geography room, there should be shown the ordinary climatic data of the school or town together with those of London or Liverpool and some other places likely to be well known or of considerable interest to the students; if these tables have been made by students of the school and the materials collected by them, the comparative statements have all the more value.

There are few schools which can make good sunshine records but there are now a few favoured localities where the students can go and see the sunshine recorder at work and inspect some of the records. Once only in the school geography course is necessary; but let it be done if at all possible.

The study of the daily weather maps is another branch of this subject which should receive attention. It is not necessary to make long detailed studies; after two or three fairly good studies of typical maps—selecting a pronounced cyclone and a widespread anticyclone for examples, and noting the important characteristics—the knowledge of the weather map grows on the students, and though they may only give it a very brief glance from time to time they gradually become quite familiar with the general principles, and that is all that can be expected at this stage. The teacher may very well intervene occasionally when there is some important principle exceptionally well illustrated. The tendency for the direction of the winds to follow the isobars, the broad relations between wind velocity and the closeness of the isobars, the clockwise direction of the wind circulation in an anticyclone and the anticlockwise direction in a cyclone become, so to speak, second nature.

C. *The Astronomical and Mathematical Aspects of Geography.* This third great subdivision lends itself to both indoor "practical" and outdoor work, and it is particularly dull as a rule without these aids. The behaviour of the sun from day to day, from season to season, will be noted. Again only occasional studies are necessary, with a class lesson for revision and the thorough mastery of elementary principles. It is not difficult to measure the angular elevation of the sun by means of some form of shadow stick or by a simple instrument involving the principle of the sextant. Details of the simple apparatus and the methods employed will be found in some of the books mentioned in the next article. If students have taken even a small share in a fairly complete set of observations and have noted the height of the sun in midwinter and midsummer they will not talk or write nonsense about the sun being overhead at noon in this country.

Then too, if they have made even a few observations of sunrise and sunset, they will not say that the sun rises in the east and sets in the west without making the necessary qualifications. This subject will be mentioned again in the last article of this series.

The keen teacher will scarcely need reminding of the value of a class discussion on a day close to the winter or the summer solstice and similarly close to the spring or autumn equinox. Suppose, for example, September 23 were selected; this is the date of the autumn equinox: the sun rises at 5.48 and sets at 17.56 (Whitakers' Almanack); note that it rises at 6.0 on September 30, and that it sets at 18.0 on September 21. Where did the sun rise to-day? Where will it set? What is the angular elevation of the sun at noon to-day? Allow approximate answers. And now about the world in general. "Where will the sun be overhead at noon to-day?" &c. If this is followed up by a brief study of the winter solstice, December 22, and then followed up next year, the students will see a real meaning in these important days; and the equator, the lines on the map and globe—the tropic line, and the circles 66½° N., and 66½° S.—will have real meaning. It need not take much time, but it should be done. That the earth is a planet and behaves as one is a fundamental fact in geography; it is better taught in as concrete a way as possible, than by merely stating the facts. In other words do it, and not simply say it.

When I was a boy, there was a clock high on the wall of the village clockmaker's house; on this clock there were two minute hands, one marked in bold letters GREENWICH TIME, and the other marked——TIME (the name of the village). The two hands were always about eight

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minutes apart. I had to pass this clock from time to time, and I puzzled much. Naturally, as a boy would, I worried my father about where was Greenwich, and why was our time different. I owe a great deal to that clock. I really never had much difficulty about time and longitude problems in after years; the clock gave me the right start. The teaching was concrete; it was unofficial practical geography; but most people would have laughed if any one had said so then.

My native village has grown into a busy town; big mills have been built, rows and rows of houses have grown like mushrooms, and much "wealth" has been made; a big technical school came along in due course, fine modern schools have been opened by eminent men, but the old village clockmaker has gone and the modern boys of my native town have not the advantage of that clock which taught practical geography to all who passed by. Not all the advantages are with 1929! That clock was one of the main factors in making me a fervent believer in concrete teaching, and therefore in practical geography.

I take out of my pocket a popular diary, and find from it the times of sunset at various places, and I write some of these up on the blackboard for the boys to discuss and explain. On October 1 the time of the sunset at Hull is the same as at Greenwich; three months later it is eleven minutes earlier; on March 3 it is again the same; and on July 1 it is fifteen minutes later. Leave it as a problem for the young students. The teacher can thus make many practical problems of this type.

Another part of practical geography deals with maps, the making of them and the using of them. Quite frankly I should prefer to regard a map as I regard a thermometer or a barometer. As a geographer I do not make a thermometer; I leave that to the physics department (I made one which "worked" when I was a student of physics), but I use the thermometer a good deal; so also I am prepared to leave the *making* of a map to the professional cartographer; but I will use his map a good deal; in fact it will be my constant companion. I will not attempt to dissuade teachers from doing some plane-table survey work; but I did not attempt much of it myself in my own school teaching. We used the maps continually and went over the ground with different types of them, maps with just contour lines, maps with hachures, maps with layer-colouring, geological maps (often home-made and of a simplified character), and lots and lots of home-made maps, often made by the students themselves.

That was and is my own personal view, and I give it for what it is worth. For teachers in training, for university students it is another matter, and even for post-matriculation students in a secondary school I would not object, rather I should welcome some practice in the simpler methods of survey work. But whether we try to carry out a rudimentary survey or not, and so understand better the making of a map, let us use outline maps, contour maps, the various types of ordnance maps freely and continuously. Maps must be the constant companions of the geographer, be he student, teacher, or traveller of any kind.

Self-Expression through History

BY H. E. HOWARD, B.A., Senior History Master, Alderman Newton's School, Leicester

THE results of some years' experimenting with modern methods of history teaching may be of interest to readers, particularly since the subject of history provides an almost unique opportunity of putting into practice those principles of stimulating individual activity which have been advocated in the Hadow Report and elsewhere. It is never easy to develop new methods within the bounds of a normal secondary school, working for a school certificate and lacking any tradition of research or special conditions suitable for pioneer work; but the writer has found it possible to devise methods of teaching history which are not only valuable in stimulating later interest in this subject, but also useful in providing outlets for the vigour that is inevitably suppressed in the ordinary routine work of a school of this type. The writer here confines his observations to the method found suitable in dealing with boys in the first and second years of post-primary education, for, although he is responsible for the history teaching in a school of 500 boys, and has classes in his hands ranging from the eleven plus to the scholarship stage, it is in the earlier stages of school life that the new methods have been most completely determined; treatment of first and second year boys is settled, treatment of those in later years still highly experimental.

The subject for the first year is world history. Beginning from *hunting man*, and his efforts to improve his condition, the reasoning powers of boys can easily follow the path to early civilization. Egypt is taken as the first example of a civilized state. The story is then continued through Greece and Rome to the fall of the Roman Empire and the attempt of Charlemagne to reconstruct it. A detailed list of the stories told is impossible; but it may be interesting to record the results of a series of plebiscites in various first-year forms, on "the most popular story of the year." Those were, in order, (1) The Gothic attack on Rome, (2) Hannibal, (3) Alexander, (4) The Athenian attack on Syracuse, (5) The growth of the Greek theatre, (6) Hunting Men, (7) Schliemann's Discoveries at Troy. The psychologist may find some interesting explanations of the appeal of these particular episodes, apart from their dramatic merit; but they undoubtedly provide interesting material for holding the attention of boys and stimulating their constructive faculties. Incidentally, the mere following of such stories can be of mental use, since most of them give opportunities for boys to perceive logical sequences.

Now for the arrangement of lessons. There are three periods a week devoted to history in each of the parallel forms IIA, B, C, and D. In the first lesson the story is told. It is desirable, of course, that it should be related so effectively that attention is spontaneous. There are enough stories of intrinsic dramatic merit to make this fairly easy. If guidance is needed, follow Hendrik Van Loon. Towards the end of the school year the process can be varied by allowing boys to lecture. They are nearly always anxious to do this; and boys who are asked (or perhaps one should say permitted, as there are usually too many applicants) to lecture will readily devour books of the "Piers Plowman" or "New Age" type in search of their facts. It will generally be found convenient for boys to lecture on such Roman figures as Pompey and Caesar; but, while the story of the Romans in Britain is certain to produce a good lecture, the *tour de force* of the *barbarian invasion* should be reserved by the teacher.

The second lesson is free. The scholars reproduce the story, as they conceive it, in note-books, especially by means of illustrations. It is here necessary to avoid a too studious desire for accuracy; for it is most important that a boy should set out his own conception of what he has heard. It is better, for instance, for a boy to construct his own bird's-eye view of the battle of Marathon, after slight suggestion from the teacher, than for him to copy a plan from a book. In the former case, he has done constructive and imaginative work; in the latter, he has merely repeated a record of no great importance. Again, it is most interesting to watch a class of boys sketching a series of small pictures to represent scenes in Athenian life. It is certain that many of them will put wrong capitals in the Temple, and that houses will often be un-

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recognizable ; but most of the essential features of Athens will be there, in the shape the artists have visualized for themselves. While the bulk of the class is thus engaged, preparations are being made for the more physical activity of the third lesson.

The third lesson is devoted to other forms of self-expression. During the first month a debate, a play and a mock trial are staged under the auspices of the teacher. After this preliminary period, the control of this lesson is handed over to elected committees. Two committees, each consisting of three boys, are elected, for a month at a time. The Debating Committee produces debates and mock trials and the Entertainments Committee plays. The committees hold sway on alternate weeks. The control of these lessons is in the hands of the respective presidents. Some very effective plays have been produced during the last year ; and as time goes on the committees become quite adept at reconstructing the scene they have just heard described, or in devising a debate on its controversies. Debating committees are not afraid of difficult subjects. " Were the soldiers of Alexander justified in refusing to go any farther ? " " Were the Athenians wise in attacking Syracuse ? " or " Were the people of Mecca justified in turning Mohammed out ? " are examples of of our democratic choices, and each has provided a splendid debate.

The conduct of a committee lesson presents problems, since it is possible for " anti-social " behaviour on the part of two or three to upset all but the best of entertainments. In general, it is better for the teacher to reserve the right to deal with wilful disorder—a negative function—and to leave the positive control of the lessons entirely to the committee. It is essential that the teacher should allow a play or a debate to go to pieces if it has not enough inherent vitality to sustain it. Boys need a model to study at first, and will often ask for advice ; but they must be allowed to learn by the method of trial and error, and their feeling of responsibility must never be hampered by awareness of a master in the background : the personality of the teacher must be effaced as completely as possible.

The most interesting lesson is the middle one. The class then becomes a laboratory. The producer drags off groups to rehearse ; it is then that the teacher, from a discreet distance, can watch the contrivance of ways and means. While some rehearse, others reconstruct the scene in pictures ; the teacher does nothing, but waits for proud artists to come out to display their work.

In the second year two lessons a week are devoted to history. The subject is now medieval English history, with license to roam across the Channel whenever necessary. This necessitates a slight variation in procedure. One lesson is the teacher's and the other free. There is now a single committee of four or five, which has the arrangement of each free lesson in its hands. Plays, debates, lectures, all come within its scope ; it has to arrange a time-table for every lesson. Whenever the employment of crowds is demanded, the free lesson is held in the gym, which offers greater facilities to stage managers than a mere class-room. With boys of this year the lecture becomes very popular, and, partly because of this, more frequent recourse is had to the library. A useful development of third form method is to divide the members who are not on committee into groups, each of which has a part of the month's subject to study intensively. Each group will need special reading matter, for it must provide lectures on things the rest of the class knows nothing about, and must produce short plays on its own subject. This necessitates a further ingenuity, and spreads responsibility. It is a good thing for boys to prepare subjects of which they are wholly ignorant ; resultant inaccuracy need not deter the teacher, as corrections of spontaneous work are apt to be remembered.

This plan seems to provide many of the advantages of the Dalton system without sacrificing the corporate unity of the class. The committee acts as a directive force ; its plays and debates are communal things which a completely individual method misses. For the purpose of adding interest to corporate lessons, I have resorted to a number of devices, of which I may mention two. One, the " censor debate," is borrowed almost bodily from Caldwell Cook's " Play Way " ; after some experience of the functioning of this entertainment under the control of the teacher, the Form President will want to manage one himself. The other is called " Ghosts." The class is divided into two sections. Some one from section A begins a speech . . . " I am the ghost of " . . . (any character, real or imaginary, in the period under review). He speaks for half a minute on the incidents of his life ; within ten seconds from his resuming his seat some one from section B must get up and speak as the ghost of some one else—a person connected in some way with the subject of the previous speech ; this is continued until a section fails to find a fresh speaker, when the other side wins a point. These and other debating contrivances serve the committees for stimulants, when more formal methods are not successful. The popularity of the different types of entertainment and debate varies from form to form ; this year, one form presents nearly all its entertainments in the form of films. The sub-title is shown on the blackboard ; then this is moved away, and the scene is acted in dumb show.

The question of marks is settled, for the writer, by the fact that the school has a system of monthly marks. Essays are voluntary, except in so far as they earn marks. A boy's monthly mark is determined by his two best essays and his note-book. This system of free competition results in an increase in the duties of marking ; few boys give in less than two essays a month, and, having made up their minds to do something they are not absolutely forced to do, they put something into it.

These systems have justified themselves by the increase in the mental activity of the boys who emerge from the first two years. What was once unexplored territory is now almost routine ; and it is now possible, in a normal secondary school, to introduce teaching by self-expression on a far larger scale than is usual in any but special schools.

Personal Paragraphs

Mr. W. A. Cooper, senior resident master at Bootham School, York, has been appointed Headmaster of Ackworth School, Pontefract. Mr. Cooper is an old scholar of Ackworth and of Wigton. He graduated with M.Sc. from Leeds in 1905 and was bracketed twentieth wrangler at Cambridge in 1908. For a time he was on the staff of Manchester Grammar School under Mr. J. L. Paton, and prior to taking up service at Bootham School he held appointments at Edinburgh Academy and Tettenhall College. During War-time, he, with his fellow Quakers, upheld his convictions and suffered detention under the Home Office scheme. Later he was allowed to take up alternative work as power plant assistant at the York Cocoa Works. He is known to a wide circle as a popular officer of the Free Church Camps for public school boys.

* * *

The Rev. G. H. Christopher Angus will shortly be taking up duties as Principal of Serampore College, India, in succession to Dr. George Howells, who has held office for twenty-two years. Mr. Angus, who has been a member of the College staff since 1916, was formerly closely associated with the Student Christian Movement. Serampore is the pioneer College founded by William Carey in 1818. It is to-day the centre of a group of seven affiliated colleges, but it remains the only one in India which can confer the B.D. degree.

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MR. W. D. ROSS, O.B.E., who has been elected Provost of Oriel College, following the retirement of the Rev. L. P. Phelps, is well known as the Aristotelian scholar whose edition of the "Metaphysics" is regarded as outstanding. Mr. Ross studied at Edinburgh and Balliol College, Oxford, where he obtained firsts in Moderations and Lit. Hum. After two years as a lecturer at Oriel he was made a Fellow in 1902, and has since served the College in various capacities. During the War he did administrative work under the Ministry of Munitions, attaining the rank of major on the special list.

* * *

AT the recent meeting of the Glamorganshire County Council, the resignation of Dr. J. James, Director of Education since 1903, was accepted with deep regret. Dr. James is retiring on account of ill health occasioned by pressure of work. Great tribute was paid by the Council to the leading part which Dr. James had taken in the advancement of education in the area during the twenty-six years of his service, and to the conscientious and tactful way in which he had always worked. Dr. James is an old pupil of Ystrad School and a former student of University College, Cardiff, and Balliol College, Oxford. He was awarded his doctorate at the University of Erlangen. Prior to taking up his appointment as Director he had experience as a teacher at Porth P.T. Centre and Middlesbrough High School.

* * *

MR. F. S. MARVIN, who was formerly a staff inspector of secondary schools under the Board of Education, has accepted appointment as Professor of Modern and Contemporary History at the Egyptian University, Cairo.

* * *

THE Chancellorship of London University was conferred on Lord Beauchamp at the recent meeting of Convocation. The office has been vacant since the death of Lord Rosebery in May last. Lord Beauchamp is Lord Lieutenant of the County of Gloucester and was formerly Governor of New South Wales. He was Lord President of the Council in the Liberal Government from 1910–14, and at present leads the Liberal Party in the House of Lords.

* * *

DR. F. H. DUDDEN, the Master of Pembroke College, has been elected Vice-Chancellor of Oxford University for a term of three years in succession to Dr. F. W. Pember.

* * *

THE Irish Ministry of Education has lost a valued servant in the death of Mr. Ernest Ensor, its Senior Inspector. Mr. Ensor was a Yorkshireman who was educated at Trinity College, Dublin, where he made a wide circle of friends. When the Commissioners of Intermediate Education decided to appoint inspectors he was among the first chosen, and his work in the South of Ireland will long be remembered. He was an elegant scholar, with a wide range of interest and a gift of humour and tact which made him *persona grata* in all the schools which he visited; headmasters felt that he came to assist them in their work, and that they had no captious criticism to fear. In spite of the fact that his opinions, held strongly, differed politically and religiously from those of the majority in Southern Ireland, he earned a personal popularity both in his early days as a schoolmaster and later as an official.

* * *

TRINITY COLLEGE, Dublin, has lost a distinguished scholar and Don in the late Mr. G. R. Webb. His whole life was spent in its service as fellow, tutor, and junior bursar. He was a mathematical scholar of great ability, and his high and almost severe standard improved the reputation of the Mathematical School. His death from heart failure before he attained the dignity of a senior fellowship is a serious loss to the administration of the University to which his clear head and sound judgment had already contributed in no small degree.

ONLOOKER.

Correspondence

ART TEACHING AT THE MANCHESTER GRAMMAR SCHOOL

I have read Mr. Garnett's article on art teaching at the Manchester Grammar School with considerable interest, and I share his suspicion of all "stunts." Why is it that the word "self" appears in the titles of so many recent books—"self-expression," "self-development"? It is enough to discredit the whole subject. We do not hear of self-expression in arithmetic or in geography, though there is no doubt as much scope for it in these or in most of the subjects in the school curriculum. When we stand before the great works of the collective mind, we realize rather the value of self-effacement in the interest of team-work, of playing one's humble part in all simplicity and sincerity for the good of the whole, and it is this aspect of art which makes the subject most worth while in our schools, rather than the production of precocious pictures, frequently, as Mr. Garnett says, mere memories of magazine illustrations, and sometimes, *horresco referens*, published with the child's name and age attached for the eyes of admiring relatives.

The Art Master at the Manchester Grammar School appears to be in the happy position of being able to arrange his classes with reference to the ability of the boys rather than to their age. This of course is an ideal state of affairs, though without further particulars I am unable to see how the art lessons are made to fit in with the rest of the school time-table.

While heartily agreeing that model and object drawing form the only sound basis for pictorial representation, and that teachers have all too hastily discarded the geometrical models, I believe that far less emphasis should be laid on this branch of the work. If one attempts to teach all that the ordinary citizen should know of formal design in architecture and the crafts, it seems to me that there is no time left for pictorial work, except in the case of boys who show very marked aptitude in that direction. A love for, and understanding of, the world's pictorial masterpieces will result from a training in the great principles which are common to all the visual arts. Since our chief aim is to educate to the perception of beauty, we want less insistence on the technical and more on the cultural side of art. What a world of misunderstanding is expressed in the official term "drawing (art)"! It would be as reasonable to speak of "penmanship (English)."

There has recently appeared an important book on "Art Forms in Nature," which was the subject of a deeply interesting article in *The Times*. An endless wealth of suggestion to the teacher lies in this direction. Not, emphatically not, in the making of designs based on this or that plant, an exercise still too beloved by examiners, but rather because of the inevitableness of the correspondence of the lines of force and beauty in nature and art. Emerson gets very near to the true meaning of the word beauty when he says that a landscape has beauty for man "because the same power which sees through his eyes is seen in that spectacle."

We have yet to evolve a scheme of art teaching along these cultural lines which will make it disgraceful for the ordinary layman in England to say, as he sometimes does now, with perhaps a suspicion of pride in his deficiency, "I am not artistic."

R. D. LAXON.

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DUNDEE AND FREE SECONDARY EDUCATION

I am obliged by your having sent me an extract from your October issue which refers to the action raised by certain parents in Dundee against my Authority. As the matter is still *sub judice*, comment on the legal aspects of the case would be improper. I am instructed, however, to ask you to correct certain inaccuracies in the paragraphs of your October issue.

The Education Authority for Dundee has no free secondary schools but it admits to all its secondary schools, without payment of fees, all pupils who have given evidence, at a testing examination and by the reports of their teachers, that they are suited for, and likely to profit by, a course of secondary education. Dundee, in short, has adopted the English system of "Free Places in Secondary Schools," but has no restriction of the number of such free places. In some secondary schools in Dundee the proportion of free-place holders exceeds fifty per cent of the pupils. The children of the parents who have raised the action against the Dundee Authority were unsuccessful in the Authority's examination for free places. The Sheriff Substitute has decided that the Authority has no power to test the suitability of applicants for free secondary education, and that there is a statutory right to such free education "for the dunce as well as for the brilliant pupil, the lazy boy as well as the hard worker." The method of selection by the Education Authority for Dundee is similar to that of all other education authorities in Scotland. The Education Authority for Dundee has, therefore, thought it right to appeal to the Court of Session against a decision which denies the right of any education authority to select those who are fit for a course of secondary education.

STEWART A. ROBERTSON,
Director of Education, Dundee.

THE SCHOOL CERTIFICATE EXAMINATION: A NEW PROPOSAL

The two occasional notes in the last issue of *The Journal of Education* on Dr. Edward's proposal for the reform of the School Certificate Examination should stimulate an interesting and profitable discussion on this important question. The need for reform is recognized by the majority of educationists engaged in the secondary schools of the country, and the suggestions offered in the pamphlet, to which reference is made, will receive a considerable measure of support, though they will be by no means generally accepted, for, as Dr. Edwards himself says: "My own proposal is much more drastic (than the suggestions of the Association of Head Mistresses) and I have no doubt that, at first sight, it will seem too revolutionary."

An analysis of the figures given in the report of the Board of Education shows that approximately 57 per cent of the students leaving the secondary schools during the last school year for which figures are available (1927–8), sat for the School Certificate Examination, and of these 71 per cent obtained certificates. We may, therefore, say that roughly 59 per cent of the pupils in the secondary schools spent their time preparing for a school examination which they could not pass. The figures for the previous year lead to the same conclusion, the percentage in that case being slightly higher. This state of affairs has a subtle and serious effect, inasmuch as it creates a sense of failure in a percentage of the pupils which might have lasting and disastrous results upon the individuals concerned, and, further, it is not in the best interests of the work of the school. Again, if the examination provided adequate scope for the development of the capacities and tastes to be found in a normal sample of the children in a secondary school, and an appropriate test of the results of such work as the school is able to carry out on the basis of these capacities and tastes, this would be a serious criticism of our work. It is difficult to escape the conclusion that, though it certainly is not the conscious intention of the examiners, the effect of the examination makes it appear that they are more concerned to determine which candidates are best fitted to pursue further academic studies than to produce evidence that the candidates have received the broad foundations of interest and knowledge upon which sound self-culture can be built up when the more formal education of the school has come to an end. This is the more unfortunate when we remember that only 4.6 per cent in 1927–8, and 4.8 per cent in 1926–7 of the pupils leaving the secondary schools proceeded to the universities.

The main aim we desire to attain by a reform of the examination system is clearly implied in a statement in the report of the Consultative Committee on "Differentiation of Curriculum in Secondary Schools," where we read, "The divergencies of aptitude, interest, and inclination in individual pupils should receive fuller recognition in school teaching and in examinations. The great need appeared to be a wider latitude in the choice of particular subjects in order to suit individual power, and a greater freedom of pace in order to suit individual rates of development" (page 63). Another interesting suggestion as a means towards this end was that offered by Miss Fletcher in *The Times Educational Supplement* of last year. This proposes the creation of another certificate on the result of the same examination to be called certificate B, while the certificate at present awarded would be called certificate A. This latter would remain very much as it is at present. "It would no longer fail in its purpose if it only had to test the one type of pupil, and the authorities that accept it now would still accept it. Certificate B would meet the needs of the other type of pupil by giving free choice from the whole range of subjects now included in the first examination syllabus." Space will not permit a review of the criticisms that can be offered to this suggestion, but both this proposal and that of Dr. Edwards are worthy of serious consideration. It is clear that the weakness of the present examination is in large measure due to the fact that it cannot satisfactorily perform a two-fold function—it cannot function as a school leaving certificate on one hand and as a university entrance examination on the other.

A satisfactory solution will not be easily arrived at, but the proposal of the *Journal* that the possibilities of a working compromise between a purely external and a purely internal or school examination should be explored, affords a promising line of attack. I cordially commend this suggestion offered by the Editors. I made a similar proposal in a paper in another journal in 1927, where I wrote: "The examination should be devised and largely controlled by the heads and staffs of the secondary schools by introducing some form of the principle of internal examiners, already in operation in the universities for the conduct of degree examinations, upon the results of which the corresponding 'leaving certificates' of the university are awarded. The examination could then be modelled on broad lines to suit the requirements of the students rather than of the university." Any radical change in an existing system is always a matter of difficulty, but this suggested reform is not impracticable and it has the advantage that it can be partially and progressively applied without involving any serious risks or any insurperable difficulties. Such a change gradually introduced might prepare the way for, and ultimately result in, the revolutionary reform advocated by Dr. Edwards.

DAVID W. OATES.
Municipal Secondary School, Newport, Mon.

The proposals of Dr. Edwards, outlined in your issue of October 1, go a certain way towards meeting some of the criticisms of the present system of awarding school certificates, but they scarcely touch the main difficulty examiners meet with under the present system, the difficulty of arriving at a verdict which will satisfy those acquainted with the work done during the long period of preparation, since that verdict is formed upon the results of performances in one test. No amount of refereeing or assessing can produce, it is clear, a verdict two-sidedly just, except in the normal case which, if it ever does occur, is adequately dealt with under the present system. The two factors, the work during preparation, and the performance in the examination test, may in anything but normal cases be so incompatible that their fusion is against their very nature. The judgment neither of the teacher nor of the examiner is infallible. Examiners are honest, teachers are honest; when honest men disagree compromise is difficult if not impossible of achievement.

At this stage there is no need to dwell on the necessity for

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examinations. Nor is there need to expatiate on the difficulties which lie in the way of teachers, of necessarily variable and limited experience, maintaining from year to year and from school to school a standard of judgment which shall be as far as is humanly possible uniform.

With all these varying aspects and factors considered, it would appear that the solution of the problem is perhaps being sought in the wrong direction—in the direction of fusion. What would appear to be much more desirable is a clear and independent statement by both sides—a verdict on the period of preparation and a verdict on the performance in the one set occasion of examination. These two verdicts, it is suggested, should both be presented without comparison and without relation. A school certificate is to be awarded to every candidate who takes the examination. The certificate is to state in section I the opinion of the school authorities on the work of the candidate in each subject over the whole school life, or in the last year, or during some other agreed upon period. In section II is to be stated barely that on the occasion of being examined by an examining body the candidate reached the standards shown in the individual subjects offered, even failing subjects being indicated. By such a method both sides of the case are presented and the candidate has all the benefits and advantages of both decisions.

In the case of many candidates there will be little or no discrepancy between the two valuations. Discrepancy will arise in the case of the bad examination subject, the candidate who is temporarily indisposed, the candidate whose work, for various reasons, is more impressive in personal contact than it is when committed to writing, and so forth; in brief, in just those cases which under the present system cause so much heartburning both to the examiner and to the teacher, and on which no single verdict however arrived at can shed so much light as two such independent judgments.

Such a system of awarding certificates might, if so desired, be allowed to affect most considerably such things as the group system and compulsory subjects, but even if no such revolutionary effects were allowed to operate, the change strictly so limited would be beneficial. The complication of matriculation is soluble comparatively easily, though this is not the place nor the time to consider a problem which affects primarily universities and professional bodies. Perhaps, however, the strongest argument in favour of the suggested change in the nature of the school certificate is that, by sharply separating the school certificate award from the award of matriculation certificates, it would help to smash that deadening and deadly feature of modern secondary education, the idolization of matriculation.

IGNOTUS.

Some reform of the First School Certificate Examination and of the Higher School Certificate Examination is long overdue. The proposals of Dr. Edwards seem worth very serious consideration. Each pupil would then have some record of his work at school, and the employer would surely soon learn to use the certificate so that he could estimate the value of any scholar to him, while the universities could make any regulations they liked as to admission to the university. In this way it would be possible to abolish the present distinction between matriculated scholars and those who only obtain a school certificate. The distinction is only useful for the university authorities, and in some places at any rate it is difficult to persuade people that a candidate who has only obtained a school certificate is not a failure.

The proposal would also afford a remedy for those cases, which do occur sometimes, when a really good boy or girl is forced to leave school without any certificate at all: this is due to defect in one subject as a rule. This of course could be put right even if the conditions of the examination remained unchanged, but it appears likely that no change will be made unless the whole system is overhauled in some such way as that suggested.

When any change is made, it must be remembered that secondary schools do not prepare candidates for universities only, and the idea that First School Examination is an entrance examination to the university must be definitely abandoned.

It seems to me, too, that if these proposals were adopted it might be possible to do something for the pupil who after, say, four years at a secondary school leaves and does not sit for the first school examination. It is probable that in all schools there is a number of such pupils, and in many cases they are not utterly worthless.

The proposals of Dr. Edwards should be seriously considered, and probably something on the lines suggested by him would remove many of the objections to our present system.

New Mills County Secondary School. W. A. WHITTON.

I am obliged to the editors for the very kindly worded notice of "A New Proposal" which appeared in the last issue of the *Journal*, and to which I doubtless owe the numerous applications for copies of the pamphlet received during the past fortnight. As to the suggestion that I should consider, as an alternative to my own proposal, "the problem of a working compromise between a purely external and a purely internal or school examination," I am afraid that I cannot regard such a compromise as at all practicable in the present conditions, however much may be said for it. Even if the internal examination with external assessors has been successful with respect to training colleges and technical schools (as to which I have insufficient information) it does not follow that it could be applied with any degree of public confidence to a body of secondary schools numbering, in England and Wales alone, over 1,400 of all sorts and sizes.

At any rate I submit that my proposal could be adopted at once, without change of the present machinery, and that it would give the schools a large instalment of liberty pending further reforms. W. EDWARDS ("Marchwithian").

SCHOOL HOLIDAYS

At this time of year parents are in the habit of writing to *The Times* to complain of the length of school holidays. They take their children away in August, and during the first three weeks of September boys get tired of doing nothing, and naturally become a nuisance in the home. Holidays vary in length from fourteen to eighteen weeks in the year, which is on the face of it far too long. A fortnight at Christmas, another fortnight at Easter, and four weeks in the summer form quite a sufficient break for all healthy children. When our bodies are tired, we do not go to bed for a quarter of the year. So with the brain; change of work is the best form of rest. When the boy or girl starts to earn, he or she will be lucky to get three weeks off in the year, and will never get more than six. A lot of nonsense is written about the need of holidays for schoolmasters and mistressses. It is only the weak disciplinarians, who ought not to be in the profession at all, who need long holidays. The efficient and capable delight in their work; and long holidays are often only an excuse for paying them badly. Careless teaching is no more arduous a task than directing a large business. Doctors often work twelve hours a day, and rarely take more than four weeks' holiday. Even the higher Civil Servants get no more than six. Long holidays get a boy out of the habit of work, and he has often forgotten much of his work when he returns to school and has to do it over again.

DE V. PAYEN-PAYNE.

CARLYLE'S HOUSE

May I ask for the courtesy of your columns in order to direct attention to the educational value for school classes of a visit to Carlyle's House, which, with its exhibits of portraits, autographs, books, furniture, and other original relics of the historian and philosopher, forms a practical supplement of great interest and value to any series of lessons in nineteenth century history.

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(Honorary Secretary Carlyle's House
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Prize Competitions

The winner of the October Competition is "E. L. Comprador," *proxime accessit*," Icenus."

The winner of the September Competition was Miss Gertrude Warne, 6 Limes Avenue, Mill Hill, N.W. 7.

We classify the thirty-one versions received as follows:

Class I.—E. L. Comprador, Icenus, Copt, Ardconaig, Colan' Cairnmount, Gael, Yendu, Trina, Esse quam videri, Pastèque, Willan, M. E., Mosella, Borderer.

Class II.—Miltonensis, Chardonne, Remembrance, Dane, Mick, A. J. O., L. E. C., Pices, St. Bride.

Class III.—Als ob, Trivia, J. E. M., Standish, August, J. C. S. Selhurst.

PASSAGE FROM "LA ESCLAVA DEL SEÑOR," BY RAMON MARÍA TENREIRO:

Faltaban unos minutos para las diez. La señora del primer piso cerraba el portal a las nueve y media, y a aquella hora, ya debían estar acostadas sirvienta y ama. Sin embargo, nos espantábamos de que pudieran oirnos bajar. Ibamos cogidas al pasamano, cerrada la linterna, conteniendo el aliento y temblando de miedo cada vez que un peldaño crujía bajo nuestras plantas. Respiramos ya mas tranquilas al vernos en el portal. Sin dificultad abrimos la puerta del escritorio, lo cruzamos calladamente, salimos al patio y lo atravesamos con grandes precauciones, temerosas de que pudiera oirnos la criada de la vecina, cuya alcoba abría su ventana sobre nuestras cabezas. Por fortuna, en aquel momento llovía recio, y el choque de la lluvia contra las losas del suelo, acallaba el rumor de nuestros pasos. Sólo entornada habíamos dejado por la mañana la puerta que comunicaba con el almacén, así que, con empujarla, nos encontramos ya dentro de él. Volvimos a arrimar calladamente la hoja de la puerta, después de haber entrado, y entreabrí la linterna, para que un hilo de luz guiara nuestros pasos por aquel tenebroso laberinto de cajones, toneles y fardos.

El tenue resplandor del farolito creaba a nuestro alrededor una estrecha esfera penumbrosa que se iba trasladando con nosotras a través de la negra caverna del almacén. En ella entreveíamos las losas del pavimento, húmedas y sucias, pardos montones de sacos como lomos de bestias disformes, castilletes de barriles, rimeros de cajas, borrosas siluetas de cosas inciertas y sin nombre que salían a nuestro encuentro desde el fondo de la general tiniebla; negras sombras medrosas que se arrastraban por el suelo y se encaramaban por las pilas de mercancías al paso de nuestra linterna. Llegadas al extremo del almacén, introduje la llave en la cerradura y la hice girar con gran cuidado; de igual modo descorrí los cerrojos; la puerta se abrió sin ruido alguno.

TRANSLATED BY "E. L. COMPRADOR"

It was a few minutes to ten. The first-floor lady usually shut the front door at half-past nine, and at that hour maid and mistress were presumably in bed. None the less, we were in terror that they might hear us going down. We advanced clinging to the banisters, our lantern darkened, holding our breath and shivering whenever a stair-tread creaked under our feet. We breathed more freely on finding ourselves in the hall. We had no trouble in opening the door of the office, which we crossed quietly, going into the courtyard and across it with great precaution, as we were afraid of being heard by the neighbour's servant, whose bedroom window looked out above our heads. Fortunately, it was raining hard at that moment, and the splashing of the rain upon the pavement drowned the noise of our steps. In the course of the morning we had left the door leading into the warehouse unlatched and a push brought us immediately within. We noiselessly relatched the door after entering and I half-opened the lantern, that we might have a thread of light to guide our steps through that gloomy labyrinth of boxes, barrels, and bales.

The feeble radiance of our small lantern produced around us a narrow circle of semi-darkness, which advanced with us through the black vault of the warehouse. It gave us glimpses of the damp and dirty flagstones, of grey mounds of sacks like the flanks of deformed beasts, fortifications of barrels, heaps of packing cases, vague outlines of doubtful objects coming towards us from the general background of gloom; dark and fearful shadows crept along the floor and rose over the piles of merchandise as our lantern went by. When we reached the end of the warehouse, I inserted the key in the lock and turned it most carefully; with no less care did I draw back the bolts; the door opened without a sound.

It was difficult to judge between the first four competitors in Class I. "E. L. Comprador," a new entrant, won by a hair's breadth. We preferred his and "Icenus's" *It was a few minutes to ten* to "Copt's," "Ardconaig's," &c., *It was a few minutes before ten.* And again, "E. L. Comprador" gave *dark and fearful shadows* for *negras sombras medrosas*, which conveys the same slight ambiguity as the original; this is lost by "Icenus," who says *black, terrifying shadows.* The following readers are commended for correctly using the word *fearful* in this connexion: "Mosella," "Remembrance," "A. J. O.", "St. Bride."

The best translations are accomplished in two stages, a first rough translation from the foreign language into English, followed by a second working, from the rough stage into a polished version. It is so easy to produce a correct translation and yet leave an indefinable foreign patina over the whole. For example, it is quite correct to translate *sin ruido alguno* as *without any noise* and *without any noise at all*, but it is better English, that is to say, more idiomatic, to say *without a sound.* We are glad that so many readers got this right, though some spoiled it by adding the word *any* and others the word *whatever.*

Several competitors failed to notice the change of number in the sentence *Volvimos a arrimar . . . ;* it begins in the first person plural, but in *entreabrí la linterna* it has changed to first person singular. "Remembrance," an old friend whom we are glad to welcome once more, is correct in thinking the lantern is a dark lantern.

There was difference of opinion over *cuya alcoba abría su ventana*, it does not necessarily mean that the window was open at the moment, but only that it gave on the courtyard, just above their heads. "J. E. M." went very far in this sentence and thought it was the neighbour herself *whose alcove opened on to a window.* Another mistake she made was *chests of drawers* for *cajones.* It is true that *cajones* can mean *drawers*, but only distributively; a chest of drawers is *una comoda.* We fear "J. E. M." could not put her hand on a dictionary; we are accustomed to look for far better versions from her pen.

"Als ob" made a queer mistake: *on a level with our lantern* for *al paso de nuestra linterna.*

Our pleasant mail contained an intriguing letter from "H. S. W.," who sends us a lovely sonnet by Albert Steffen. He says, very truly: "Surely poetry, the real thing, has its root in mysticism," and asks us whether we cannot find it in Romance languages. It may be our own lack of perception, but we find it less frequently in French and Spanish than we do in German; still we confess that we sometimes thought we had chosen it in French also. Did "H. S. W." see "Les Petites Ames," for example?

"Fidelis" gives his reason for omitting to translate *aus der Welt* in his German poem; it was too much a *dotting of the eyes.* Perhaps he is right, but his rendering *from home* did not bring the idea of death before us in anything like the measure that the original did. We envy "Fidelis" his *en vacances sans fin;* our own halo, such as it is, begins to feel far too tight.

"Blackheath" very kindly sends a copy of the "Wykehamist" with an interesting and most graceful translation from the Latin. It was good of him to send "Colan's" version of the Spanish passage. We had also nice letters from "Esse quam videri," "Trina," "Pastèque," "Mick," and "Pices." In reply to "Mick," the poem of Victor Hugo to which we referred last month can be seen in *The Journal of Education* for December, 1924, when it was set for competition. "Heraclitus" must be contained in some collection of William Cory's

(Continued on page 798)

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writings, but we do not know exactly where, so copy it from our Commonplace Book:

They told me, Heraclitus, they told me you were dead,
They brought me bitter news to hear and bitter tears to shed.
I wept as I remembered how often you and I
Had tired the sun with talking and sent him down the sky.

And now that thou art lying, my dear old Carian guest,
A handful of grey ashes, long, long ago at rest,
Still are thy pleasant voices, thy nightingales, awake;
For death, he taketh all away, but them he cannot take.

A Prize of Two Guineas is offered for the best translation into English of the following passage from "Der Schmied seines Glückes," by Gottfried Keller. (Insel Verlag, Leipzig.)

Freilich lag eigentlich mehr mühe darin, als er in seinem Spruche von den wenigen Meisterschlägen zugestehen wollte; allein man hat ha immer die Werke des Genies fälschlich für muhelos ausgegeben.

Wenn nun die beiden Frauenzimmer das Glück waren, so liess es sich nicht ungern in dem ausgespannten Netze des Meisters fangen, ja er schien ihnen mit seiner Ordentlichkeit und seinen vielen Kleinodien gerade der Mann zu sein, den zu suchen sie ins Land gekommen waren. Sein geregelter Müssiggang deutete auf einen behaglichen und sichern Zinsleinpicker oder Rentier, der seine Werttitel gewiss in einem artigen Kästchen aufbewahrte. Sie sprachen einiges von ihrem eigenen wohlbestellten Wesen; als sie aber merkten. dass Herr Kabys nicht viel Gewicht darauf zu legen schien, hielten sie klüglich inne und ihre Persönlichkeit für das, was diesen guten Mann allein anziehe. Kurz, in wenig Wochen war er mit dem Fräulein Oliva verlobt, und gleichzeitig reiste er nach der Haupstadt, um eine reichverzierte Adresskarte mit dem herrlichen Doppelnamen stechen zu lassen, under seits ein prächtiges Firmaschild zu bestellen und einige Handelsverbindungen mit Kredit für ein Geschäft mit Ellenwaren zu eröffnen. Im Uebermut kaufte er gleich noch zwei oder drei Ellenstäbe von poliertem Pflaumenholz, einige Dutzend Wechselformulare mit vielen merkurialischen Emblemen, Preiszettel und kleine Papierchen mit goldenem Rande zum Aufkleben, Handlungsbücher und derartiges mehr. Vernügt eilte er wieder in seine Heimatstadt und zu seiner Braut, deren einziger Fehler ein etwas unverhältnismässig grosser Kopf war.

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It is gratifying to find certain institutions and certain candidates once more coming forward; but in fairness a prize-winner in an earlier competition is not eligible for a

(*Continued on page* 800)

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prize in the succeeding one. Hence the essay on *Mme. de Sévigné*, which would have entitled its writer to a very high place on the subjoined list, can receive there only honourable mention. Another candidate who entered in June has succeeded now in reaching a higher group.

The subjects chosen—in no two cases the same—are less varied than on former occasions; at least, the categories are fewer. Three are mainly descriptive, two are literary and two abstract topics, while the others are miscellaneous. This variety of choice makes it difficult to say which are the three best essays and his decision has given the adjudicator no little thought.

In respect of originality and scope of treatment, arrangement and development of subject-matter, liveliness and interest, and aptitude of diction, the first place has been awarded to Joan Beale, Beckenham, Kent, for her essay on "Trees." Sheila Margaret Guy, Plymouth, has been awarded the second place for a fine study of "Night and Day." The third prize goes to Winifred Valentine Johnstone for an essay on "Rosalind." One, of course, feels that the extraneous, if legitimate, help of commentators might in many cases discount the value of a school essay on such a subject; but repeated perusal of this essay makes one confident that there have gone hand in hand with consideration of what others have written about Rosalind careful first-hand study and real power to interpret the character while its style is remarkably clear and good.

"Letters of Condolence," certainly an uncommon subject, is treated in one essay with much good sense. Its quotations are varied and apt and there are touches of not unbecoming humour; but a lopped-off ending mars the work. The writer on "Old Clothes" manages very skilfully to impart a kind of personality to various discarded garments, which after all is but a reflection of the candidate's mixed feelings regarding them and the memories they evoke. "Thought" and "Life" are abstract subjects of which juvenile writers might be wise to fight shy; for, while the latter is saved from banality by causing Father Time to dispel a lad's despondency on life by exhibiting to him as in a dream the pageant of the seasons, the former, though containing here and there some good ideas, does not escape from incoherence. The essay on "Nature in English Literature"—a capital subject—consists almost entirely of brief quotations from poets and prose writers without any attempt to weave these into an organic whole.

The essays are grouped as follows:

Class I.—First Prize, Joan Beale, Beckenham; Second Prize, Sheila Margaret Guy, Plymouth; Third Prize, Winifred Valentine Johnstone, Sale (Cheshire). Honourable mention, Charles Henry Blake, Bristol; Joy Carnochan, Plymouth.

Class II.—Iera Vaughan Woodcock, Plymouth; Gladys Hickman, Beckenham; George William Cousins, Hitchin; Marjorie Mitchell, Gravesend; Mary Green, Sale; Joan Harmer, Beckenham.

Class III.—Frederick William Gibbs, Hitchin; Joyce Eileen Hacker, Ilford; Winifred Miller, Gravesend; Frederick William Hill, Hitchin.

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LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4.

Earlier Christmas Holidays?

For some weeks past a London daily newspaper (the *Daily News*) has been conducting a campaign in favour of earlier Christmas holidays. At present a good many schools, perhaps the majority, break up three or four days before Christmas. The contention is that if the school holidays began at least a week before Christmas Day family parties would be able to do their own shopping earlier and in more leisurely fashion, children would be able to see more Christmas entertainments at the shops, the homecoming of the children would not coincide with the final preparations in the home for Christmas Day, shop assistants would be relieved of much of the strain caused by the last-minute rush, and railway and other traffic would be spread over a longer period, with the result that congestion would be lessened. We are told that the suggestion is a very popular one, and that it has received the approval of London and provincial shopkeepers, railway companies, and other commercial concerns, and of individual teachers. It is somewhat significant, however, that certain associations of teachers which have been approached have returned, in the main, non-committal replies.

Now, there is no reason at all why the schools should not, in fixing their holidays, have due regard for the interests and the convenience of the business world and the general public. But we consider that before a change is made the full implications of the proposals should be carefully examined and their results ascertained as far as possible.

Let us first of all inquire whether all the advantages that are expected would necessarily follow. To begin with, do people make up "family parties" for shopping at all? We should say that a good many members of families prefer to do their shopping individually, especially when buying presents for each other. Certainly

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many parents do take their children to see the Christmas entertainments at the shops, but these entertainments start as a rule a good while before Christmas, and as Saturday morning is usually a holiday, they may be visited on this day by nearly all children who are not at boarding schools—and the latter, of course, form a small minority. As regards the next point, many parents would say that the final preparations *ought* to coincide with the homecoming of those children who are at boarding schools and that they are all the jollier for that reason. We are not entitled to speak for the shop assistants, and we are not aware that they have expressed any opinion on the matter. If they desire the change, that will certainly be one point in its favour. Passing on to the question of traffic congestion, is it not a fact that the real rush does not begin until one or two days before Christmas, *i.e.*, two days or so after the schools have broken up? Taking this year as an illustration, we find that Christmas Day is on a Wednesday. The Christmas rush traffic will not begin to be serious before the previous Monday, and all the children will be home from boarding schools by the preceding Friday or Saturday. Would it really help much if they travelled on Wednesday, December 18, instead?

But even if we take it for granted that the change would bring certain advantages, let us consider possible results a little more closely. It is not, we presume, suggested that the total amount of the holidays should be increased, and hence if there is an earlier breaking up there must be an earlier return to school in January, or else the summer holidays must be curtailed. To return earlier in January would be to lengthen the spring term—a period when the children are notoriously more susceptible to illness than at any other time. Moreover, some secondary schools already have a very short Christmas vacation, preferring to take a longer time at Easter, and these begin again as early as January 8 or 10. To advance these dates by a week would mean cutting into the period when the educational conferences take place. Without suggesting what will, no doubt, be the obvious retort to this, we would urge that the convenience of teachers should be to some extent considered. As to any shortening of the summer holiday, we feel sure that any such proposal would be deprecated by children, parents, and teachers alike. To exchange holidays in days of sunshine for others of December gloom, however bright the shops might be, would indeed be a dismal thing to do.

Among those children from whom we have made inquiry, opinion seems to vary greatly. Some of the girls might prefer the extra few days before Christmas, but the boys do not seem to mind much either way. Individual teachers who have expressed their views to us have been much more cautious than the enthusiasts who have, perhaps, unthinkingly, supported the scheme, and it is already evident that neither local authorities nor associations of teachers are going to be rushed into precipitate action.

What it all comes to is this, that this particular proposal cannot properly be considered apart from the question of holidays in general. And here so many different interests come into play that the subject is a thorny one to tackle. Those parents who go to Switzerland for winter sports, for example, want a fairly long Christmas holiday; those who believe that from a health point of view the spring holiday is as important as the summer one, want a longer time at Easter; some teachers desire to remove the annual examinations from the summer term to some other period, and this might have its effect on length of terms and consequently on incidence of holidays. We do not say that these and other conflicting interests cannot be reconciled. We would go further, and admit that if a change can be made which would benefit trade that would be a strong argument in its favour. But we are inclined to deprecate the present campaign because we do not think that its promoters have realized all its possible consequences. At the same time we are sure that teachers' associations will examine fairly any definite proposals that may be put before them.

Occasional Notes

SIR CHARLES TREVELYAN established a new precedent in visiting Sheffield, for no head of the Board of Education had ever before visited the city for the purpose of opening an elementary school. There were four of these new schools, and in the course of some short speeches the President said that the raising of the school age would give one more year of respite from industrial drudgery to 450,000 boys and girls. But they did not want to have children in the schools simply for the sake of saying they were there. They wanted to make sure that the children had a thoroughly profitable time there, and they hoped to improve the quality as well as the quantity of education. He thought that Sheffield intended that classes should not be too big and that playgrounds should be large and spacious. He regretted that all children were not educated together. "My boy goes to the village school in Northumberland." He mentioned the subject of maintenance grants and increased building grants, and called upon the parents to take their full share in the work of education, deprecating any rivalry between home and school. They were going to give the children of the workers as much chance in the coming years as the children of the well-to-do had to-day.

The President at Sheffield:

WE have no doubt at all that if the reforms which this *Journal* has so long advocated were carried through there would be a much nearer approach to the ideal of a common school than there is now. We have heard it urged that all parents should be compelled by law to send their children to the State primary schools, and that only in this way can the schools be made what they ought to be. We prefer the other process—make the schools what they ought to be, and see what happens. People are accused of snobbery because they will not allow their children to attend the primary schools where there are classes of sixty and where mass-production ideals still hold sway to a great extent. But we do not consider it snobbery to desire better conditions and to endeavour to secure them. Let us remove the reproach that there is one standard for secondary and another for primary education, and then will be the time to talk

The Common School.

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about snobbery if necessary. In this connexion we wonder what Sir Charles had in his mind when he said that Sheffield did not intend classes to be too big. Is this going to be a matter of local option? Not, we hope, to any great extent. The sooner we can get down to a maximum of forty and ultimately thirty for classes in all schools, the better. And although progressive authorities might lead the way by setting a higher standard than the one at the moment in force, there should be a definite rate which no local authority could infringe without risking loss of grant.

Raising the School Age.

TEACHERS appear to be unanimously in favour of the general policy of raising the school age, though better able than many others to appreciate its practical difficulties. The somewhat ignominious failure of Mr. Fisher's scheme of compulsory part-time continuation education should suggest caution on the part of politicians and administrators. At the London Teachers' Conference, most of these difficulties were recited and duly weighed by Mr. H. H. Barnett, and his advice to the Board to proceed at once with the provision of the necessary accommodation and the training of additional teachers should not pass unheeded. Mr. J. T. Mustard, true to his name, suggested that after spending tons of money the result would be a fiasco, but his jeremiads were received with shouts of "No"; and a resolution was adopted approving the raising of the school age, subject to maintenance grants.

Mixed Schools.

ONE of the chief difficulties about co-education, we have consistently maintained, is the question of control. It is easy to pass resolutions, as the London Teachers' Conference did, that in appointing the heads of mixed schools, authorities should appoint the most suitable applicant, regardless of sex; but it was recognized by some of the speakers that this might lead to the wholesale appointment of women teachers on account of cheapness. Apart from this difficulty, the whole question of suitability may, in certain schools, depend on sex. Would not the wisest policy be to make several test appointments in selected schools, before adopting a general principle which at present savours somewhat of *petitio principii*? Nor must we forget that the effect of this reform on the recruitment of men as teachers may be prejudicial.

Mr. Kipling's Advice:

MR. RUDYARD KIPLING made one of his too rare speeches at the opening of the new school at Milner Court, Sturry. The passages which have attracted the widest attention are those in which he said that very few men are more than sixteen years old when it comes to a pinch, and that there is not much justice either in school or in life. With regard to the first of these, we have observed the criticism that the statement is absurd because at sixteen the boy has not had the experiences and responsibilities that come to him later, and that such a generalization is fallacious. Nevertheless, there is a sense in which it is profoundly true. We think the critic must have overlooked Mr. Kipling's further remark that if you can remember the style of a man's work, or, better still, of his play, you can make a close guess later on as to what he will do, and how and why. Every teacher will endorse this in its broad sense. It is merely another way of putting Wordsworth's famous "The boy is father of the man." The main tendencies of character *are* evident by the age of sixteen, and if by this time a boy knows how to comport himself with decency and to deal sensibly with responsibilities that come to him, it is pretty certain that he will not fail in the larger life of the world outside. We thank Mr. Kipling for summing up the whole matter in the aphorism, "It isn't as if men were original creatures. They are boy-products."

Justice.

THE other criticism is not so easy to refute. Is it true, comes the indignant question, that there is no justice in the schools? Ought not schoolmasters to strive after this even if they fail to accomplish much else? Certainly. And every teacher who is worth his salt does so. We believe, however, that Mr. Kipling was thinking rather of the petty injustices that arise among boys themselves, injustices sometimes very difficult to prevent. "The next time that a personal injustice is done to you, on account of your manners, habits, or appearance, try to recall the last time that you were—I won't say unjust—unfair to some one else." The quotation seems to bear out our contention, and the advice is admirable. The world has no use for the man with a grievance. And we are sure that Mr. Kipling would say that every one, while not thinking too much about injustices done to himself, should work for a nearer approach to justice both in school and in the world. It is in this sense that we read his eulogy of Lord Milner, who worked serenely with some of the very men who had formerly treated him unjustly, who suffered fools in silence, and who went on with his work and let other people do the talking. Mr. Kipling's speech deserves more prominence than a newspaper report can give, and we feel that teachers would do well to think out all its implications and, even where they disagree with it, to profit by the lessons it contains.

Examinations in Sheffield.

WE confess to a considerable amount of sympathy with the Sheffield teachers in the protest they are making against the annual "general efficiency" examination of all children of 11 years of age. The teachers complain of the narrowing and stultifying influence of the examination, leading to extensive and systematic coaching inside and outside school hours. The health of many of the children has, it is said, been adversely affected, and complaints from parents about lack of sleep have been numerous. With all this, less than half the children passed the last examination. We hope that this is not the beginning of a return to "payment by results" ideals and to discredited methods of cramming. There should, of course, be some method of ascertaining about the age of 11 what department of a secondary school a child is best fitted to enter. But this is by no means the same as saying that each child should undergo a rigorous examination set, we presume, externally. The attainment of each pupil could be much more readily assessed by his own teachers. We have observed with some disquiet attempts to secure what is called efficiency by rigid administrative methods. Already the examination system is becoming an intolerable burden, and the tendency to put greater trust in it should be resisted.

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German in Secondary Schools.

THE memorandum issued by the Board of Education on the position of German in secondary schools states that only 243 schools out of 1,195 include German in the curriculum of the main part of the school. Inevitably the War checked the study of German, but even before the War there was some retrogression. Latin has been gaining ground in recent years, but that is not the whole explanation of the decline of German. Nor is the examination system, on whose broad back so many stripes are laid, to blame for the relative popularity of French, since no preference is given to one language over the other. The memorandum suggests that the great inequality of opportunity for learning these languages should be redressed and with this we cordially agree. One of the deep-seated causes of the War was our national ignorance of the language and outlook of the German nation.

Trinity College, Dublin.

IMPORTANT changes have been made in the course for junior exhibitions at Trinity College, Dublin, which correspond to entrance scholarships at Oxford and Cambridge, and play a considerable part in determining the plans of secondary schools. The examination, instead of being entirely of a wide general nature, testing all-round school education, is now divided into two parts. The first part retains its former character, but the second will consist of one special subject, either classics, mathematics, modern languages, physics and chemistry, or natural science. The courses for these subjects are to be the same as for those of sizarships, and in practice it is understood that the examination will be the same, though at present, at any rate, the old "poverty qualification" for sizarships is retained. Hitherto the clever specialist, whose means were not limited, had no opportunity of showing his mettle at entrance, and the new regulations, while retaining in the general part all the characteristics of the examination on which the university has always laid much stress, namely, a good all-round education, now admit of reasonable specialization, which should be all to the good in setting future honours students a certain distance on their way before they leave school.

The Revival of Irish.

SPEAKING at the Celtic Congress in Glasgow, Dr. Douglas Hyde gave an account of the revival of the Irish language which he called "one of the most adventurous and extraordinary experiments ever made in Europe." He was able to point out an enormous increase in the study and use of the language, but it must be remembered that this is largely due to the direct efforts of the Government, and it is doubtful whether the statistical accounts are not counter-balanced by the loss of enthusiasm for Irish scholarship which was inspired by the Gaelic League. The fact is that in the Ireland of to-day it pays to know Irish: the hopes of a public appointment for those who are not Irish-speakers are negligible; but although verbal protest has somewhat died down of late, there is an uneasy feeling that the general education of the country is suffering severely, and that the expenditure of public time and money on demonstrating to the world the nationality of the Irish people is out of all proportion to the value of the results.

Foyle's Bookshop.

THE Lord Mayor of London performed the opening ceremony of the new extension of Foyle's great bookshop in Charing Cross Road, reputed to be the largest bookshop in the world. A bookshop on this scale is something more than a commercial undertaking. It is an institution of real value to students in helping them to obtain the out-of-print books required in their studies. Foyle's is a clearing house for such books and magazines, a fact recognized throughout the world and proved by a stupendous morning post. Curiously, the establishment of the shop was due to the failure of two brothers Foyle in a civil service examination. Speakers at school prize distributions are sometimes at a loss for an example of success achieved by those who have failed at examinations. Foyle's Bookshop is a demonstration that failure in a competitive examination is no proof of lack of enterprise. The history of the firm is recounted in a book by Mr. Gilbert H. Fabes, specially published, entitled "The Romance of a Bookshop, 1904–1929."

The Quick Library.

THE *London University Gazette* announces that the Quick Library, the valuable collection of books on the history of education formed by R. H. Quick, a Harrow master and author of the well-known book "Educational Reformers," who died in 1891, has been presented to the University by the Education Guild on its dissolution. Regret for this untoward event will be tempered by the thought that its most precious possession will be kept intact and made available for the use of students. May it form the nucleus for an Institute of Educational Research, the establishment of which would have been welcomed by R. H. Quick, himself a distinguished student of educational history! The Labour Party has given a definite pledge to promote educational research, and some announcement of the steps to be taken to fulfil this pledge may reasonably be expected.

Lord Brougham.

ANY indication of increased interest in the history of education is welcome. In selecting Lord Brougham for special study, Prof. F. A. Cavanagh has added a useful contribution to the educational history of a significant period, the years before and after the first Reform Act. The result appears in the *Journal of Adult Education* and appropriately therefore concentrates on Brougham's work in relation to the Society for the Diffusion of Useful Knowledge, to the exclusion of his work for elementary and university education. The derision excited by his efforts for the popularization of knowledge makes amusing reading in these days. The "march of mind" had to make a start, and we owe much to Brougham's persistent work in elementary, popular, and higher education. In his enthusiasm for education and his having held the high office of Lord Chancellor, Brougham finds his modern counterpart in Lord Haldane; but his personal unpopularity must have created a record in political history.

The Principalship of Glasgow University.

THE delay on the part of the Scottish office in appointing a successor to Sir Donald MacAlister as Principal of Glasgow University, has raised an old ghost. When Glasgow University was re-founded by James VI in 1577, the Charter then granted provided that the appointment of a principal must be made within thirty days of the intimation of

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a vacancy; failing which the right of the Crown to appoint lapses and the task falls to a number of local clergymen "and other responsible and learned men whose attendance we and our successors will secure." In the present case the thirty days seemed to have passed without a Crown appointment, and questions began to be asked about what was to happen next. To add spice to the situation the story went about that it was the need for hurry which had led to Sir Donald himself being appointed at the last moment, over the heads of two local strong men, twenty-two years ago. The Scottish office cleared away the uncertainty by intimating that their law officers took the view that the thirty days dated from the actual occurrence of the vacancy. But even if that had not been the case, it is difficult to imagine any local body of clergymen taking on themselves to make an election contrary to the views of the Crown's representatives: for one thing, because the Charter which gives them any standing at all makes provision for the addition of responsible and learned men to be nominated by the Crown; and more important still, because no modern university would willingly get to loggerheads with the State. In spite of these things, the speculation about what is to happen if a principal is not appointed within thirty days will turn up without fail when the time comes for the appointment of Sir Donald MacAlister's successor's successor.

THE union of the two great Presbyterian churches in Scotland into a free national church will make surprisingly little difference to Scottish education. It is possible that it may even lead to a decrease in the number of church representatives on educational bodies, on which formerly United Free churchmen and Established churchmen had to have a balanced membership. But if the union leads to a deepening of the religious life of Scotland, as everybody hopes, that may be gain rather than loss, since the influence of the Scottish church will then be exercised not directly through the clergy but rather through its laymen. The one educational change of consequence that will follow the union is an amalgamation of the theological colleges of the two churches under university auspices. The colleges are still meeting apart, but schemes of amalgamation have been under discussion for some considerable time, and it is expected that by another year the union of the colleges will have been effected. The Church of Scotland will then have a body of theological professors second to none in the world in the range of their knowledge or in personal distinction. There may even be an embarrassing wealth of professional wisdom available. The suggestion may be thrown out that there is a great field for adult education in the religious sphere in Scotland, into which some of the spare professors might be profitably turned. The intelligent Scotsman is still keenly interested in religion and all that pertains to it and would welcome first rate teaching from men of the standing of the theological professors. It might even be a good thing for the professors themselves to come into closer contact with the intelligent Scotsman in an inquiring frame of mind.

Scottish Church Union and Education.

QUEEN'S College, Birmingham, originally a college combining religious studies with scientific pursuits, and now a Church of England college in Birmingham University, has celebrated its centenary, not long after its London prototype, King's College. The Bishop of Gloucester, formerly Dr. Headlam, Principal of King's College, London, improved the occasion by a sermon which examined the position of theology in the new universities. He expressed the definite view that "the university was the proper place for the training of the future clergy," and that both the efficiency and the weakness of the Church of Rome lay in the seminary training of its priests. The Vice-Chancellor of Birmingham University (Sir C. Grant Robertson) supported the Bishop's plea for the foundation of a Faculty of Theology in that University, a Faculty which, as in London, would be multi-denominational, aiming to bring together in amity Christian theologians of different schools.

Theology in Universities.

THE opening of the session in the medical schools of London generally provides a few interesting addresses. Sir Gregory Foster, as a layman, appropriately expressed the layman's point of view on the specialization of knowledge, in no faculty felt more seriously than in medicine. Is the general practitioner becoming an anachronism? A friend of his, Sir Gregory Foster said, had been sent on from one specialist to another, to the number of five. To suggest a remedy is difficult, but we agree with the Vice-Chancellor of London University that doctors must co-operate fully in the public health services, now in process of a great development in consequence of the reform of the Poor Law; and that the teaching of undergraduate students must be improved by the research method.

London Medical Schools.

THE Rockefeller Foundation has set the University of Cambridge the formidable task of collecting £479,000 in order to secure the Foundation's benefaction of £700,000 for a remarkable scheme of development. But £250,000 previously promised by the Foundation for the University Library is to count as a contribution, leaving £229,000 to be found. Lord Melchett has come forward as chairman of the influential committee formed for collecting this fund, and already the amount refunded has been reduced to £102,000. Apart from the new library, the new developments are largely scientific in character, and evidently aim at making Cambridge University the great centre of scientific research in the Empire, if that position is not already achieved.

Cambridge University.

FROM time to time complaints have been made that geography text-books used in British schools contain inaccurate statements about the great Dominions. In some cases these inaccuracies are due to the fact that writers have been unable to verify their statements from reliable sources. With regard to the Dominion of Canada, at least, this difficulty of verification no longer holds good, as the press bulletins issued by the Office of the High Commissioner of Canada provide the most recent statistics and up-to-date information. Among the many important items contained in the latest bulletin (dated October, 1929) may be mentioned the following: An estimate of the total yields of the various cereals produced in Canada in 1929; the areas and yields of the principal crops in the Prairie Provinces;

Canadian Press Bulletins

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the new type of grain carrier on Canadian canals; the development and use of mechanization in the grain belt; the new cold storage warehouse at New Westminster; radio broadcasting in Canada; the rapid growth of Montreal. It is gratifying to find that further information on these and other matters relating to Canada can readily be obtained by any one applying to the Office of the High Commissioner in Trafalgar Square.

Stammering.

MISS ELSIE FOGERTY contributes an interesting letter to *The Times* on the question of stammering. The discussion arose from a statement that stammering is more common among boys than girls. This preponderance is confirmed by Miss Fogerty, who assesses the proportion at three to one. Little boys, she says, are allowed less emotional outlet than little girls. She does not detect any deep-rooted difference between the sexes. Rather it is a difference of environment. The tag *maxima reverentia* . . . acquires a new meaning, for it is suggested that the stammering difficulty often arises in boys from the unconscious cruelty of mockery and the equally dangerous over-concentration, destroying freedom of individual action. The alleged connexion between left-handedness and stammering has given a good deal of trouble, Miss Fogerty says, and has caused much uncertainty in methods of treatment.

Light Treatment.

DR. DORA COLEBROOK'S report on the treatment of school children by light is illuminating only in a negative sense. She selected a group of school children in a city area and tested whether their general health and resistance to infections were affected by regular periods of exposure to an arc lamp. The results were negative and the application of light rays to varicose ulcers also yielded negative results. These experiments will discourage those who regard light treatment as a panacea. But the whole subject is still in its infancy, and urgently calls for further systematic investigation in which teachers in all classes of schools will gladly co-operate.

La Chambre de ma Pensee

En la chambre de ma pensee,
Quant j'ay visité mes tresors,
Maintesfoiz la treuve estoffee
Richement de plaisans confors.
A mon cueur je conseille lors
Qu'i prenons nostre demouree,
Et que par nous soit bien gardee
Contre tous ennuyeux rappors.

Car Desplaisance maleuree
Essaye souvent ses effors,
Pour la conquester par emblee
Et nous bouter tous deux dehors;
Se Dieu plaist, assez sommes fors
Pour bien tost rompre son armee,
Se d'Espoir banyere est portee
Contre tous ennuyeux rappors.

L'inventoire j'ay regardee
De noz meubles, en biens et corps;
De legier ne sera gastee,
Et si ne ferons a nulz tors.
Mieulx aymerions estre mors,
Mon cueur et moy, que courrocee
Fust Raison, sage et redoubtee,
Contre tous ennuyeux rappors.

Demourons tous en bons accors,
Pour parvenir a joyeux pors:
Ou monde, qui a peu duree,
Soustenons Paix, la bien amee,
Contre tous ennuyeux rappors.

CHARLES D'ORLEANS,
(Fifteenth Century.)

Conclave mentis cum quietum visere
Volo, et tueri rara musei mei,
Plene refertum saepius solatiis
Bellisque rebus hic et illic reperio.
Animo meo exin suadeo ut domum incolat
Comesque et hospes hanc, fruaturque otio.
Quam protegentes fortiter servabimus
Contra malignam et improbam Famam deam.

Nam infausta semper et molesta Fama nos
Aggreditur instans, copias ciens suas,
Domumque lautam capere vult facto impetu,
Foras et ipsos exsules nos trudere.
Socio adiuvante Iove tamen valebimus
Acies fugare citius has et sternere.
Tantum feratur ante nos signum Spei
Contra malignam et improbam Famam deam.

Cum commeatus indicem nostri noto,
Cum rerum et habilis corporis, constat satis
Non facile captum sic domum iri ab hostibus.
Num nos ob ullam vim decet manus dare?
Immo, ut videtur, satius est ambo mori,
Animum meum atque me, quam ut Ratio irata sit—
Dea illa docta, perspicax, venerabilis—
Contra malignam et improbam Famam deam.

Vivamus omnes potius in concordia,
Capiamus et serena portus celerius,
Et per fugaces, heu nimis, nostros dies
Pacem colamus usque, dilectam omnibus,
Contra malignam et improbam Famam deam.

BASIL ANDERTON.

THE GUINEA STAMP

I weigh the man, not his title; 'tis not the King's stamp can make the metal heavier or better.

WYCHERLEY.

The rank is but the guinea stamp!
The man's the gowd for a' that!

BURNS.

Noblesse enrichie
Richesse ennoblie
Tiennent leurs estatz,
Qui n'a noble vie
Je vous certifie
Noble n'est pas.

JEAN DU PONTALAIS.

Opibus potiti nobiles,
Honoribusve divites,
Vitae statum aptum quisque habet.
At siquis aevum nobile
Non degit, is, plane scio,
Non nobilis dici meret.

BASIL ANDERTON.

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The Incorporated Association of Headmasters (1889-1929)

FORTY years is an ideal space of time for testing the worth and the survival value of any Society. Then, its aims have crystallized into action, the work of individual workers has become welded into a tradition, and the Institution itself, like Kipling's " Ship that found Herself," having survived the strains and stresses of various temperaments and crises, has learnt its capabilities and recognized its limitations.

The first step was taken in October, 1889. A meeting in London of some thirty headmasters of Endowed and other Public Secondary Schools was held for the purpose of concerting joint action with regard to legislation, either actual or impending. Dr. Poole (Modern School, Bedford) was elected chairman and Dr. R. P. Scott (Parmiter's School) hon. secretary : this post he held for thirteen years. In the following January the limitation to London was removed, and the Headmasters Association (afterwards re-named the Incorporated Association of Headmasters) was formed, despite the strong opinion held by many headmasters who asserted that the clan generally was too autocratic and that schools were too scattered for any union to hold together even for a year. As often before, the prophets of little faith entirely misjudged the situation. The time was indeed favourable for such a venture. Secondary schools, especially those in large centres of population, were suffering acutely from the overlapping not only of board schools supported by the rates, but also of technical schools subsidized out of local taxation funds. Between two such millstones, secondary schools, often ill-equipped, badly organized and insufficiently financed, seemed doomed to extinction.

At such a juncture the first essential to success was that the claims of these schools to public consideration for financial aid should be advocated. This task the Assocation took up and immediately began an intensive campaign for enlightening the public as to the meaning and value of secondary education and what were the distinctive characteristics of secondary schools. This pioneer work was of a particularly arduous nature, inasmuch as schools nominally engaged in the same work were pursuing it under vastly different conditions with very varying degrees of success. It was evident that the actual standard of efficiency in many schools was far below what parents had a right to expect. Headmasters realized this and energetically supported the movement for reform. The Association called into existence local divisions and held public meetings in many centres. Until popular interest was aroused reform was evidently impossible. This work fell on the secretary : his was the task of Ariel, to " divide and burn in many places," and like that, it succeeded. This activity focused and made effective the work of the general meeting in London held each January. In addition to this, two-day meetings began to be held at Oxford and Cambridge at the invitation of various colleges, when headmasters were able to renew old friendships, to make new ones, and to discuss common difficulties. These meetings proved a most effective means of wearing down eccentricities and promoting a feeling of solidarity—a characteristic which ever since has marked the Association.

The first Government recognition of the growing importance of the Association was the appointment in 1894 of Dr. Wormell, the president, as a member of the Bryce Commission on secondary education. This Commission was abortive, so far as legislation was concerned, owing to the resignation of the then Government; but one of its proposals, namely the appointment of a Consultative Committee to be attached to the Board of Education, was afterwards included in the Act which appointed that Board, and several presidents of the Association have in turn been members. The Association had concerned itself greatly to influence the passing of the Board of Education Act and had now to await its working. At this juncture an important change took place in the secretariat. Dr. Scott resigned, and Canon Swallow, who had worked eight years as joint secretary, was joined by Dr. McClure, who later received the honour of knighthood.

The Association's second phase may be said to begin with the Education Act (1902), when the Board, having absorbed the educational powers of the Charity Commission, of the Science and Art Department, and of the Committee of Council on Education, began to devote its main attention to the organizing of secondary education. A Secondary Branch was established to which was attached a very efficient staff of inspectors. A system of full inspections was set up under which were reviewed not only the subjects taught, but the staffing, the buildings, and the finances ; also, a list of schools considered efficient by the Board was issued.

In addition to this the Board overhauled the curricula, providing special grants for schools taking advanced courses of study in various groups of subjects, and approving Leaving Examinations. During this period the full attention of the Association was devoted to the many and varied matters of educational efficiency which came within the purview of the active and constructive policy of the Board. One beneficent reform was based on material furnished at full inspections. It having been found that the salaries paid to teachers were insufficient to provide for their retirement and superannuation, the State accepted the responsibility of establishing a fund for this purpose which later led to the present arrangement for the superannuation of all teachers.

At this juncture the Board approved the establishing of the Teachers' Registration Council—mainly at the instance of Sir John McClure, who had become president of the Association.

This point marks the end of the second phase in the life of the Association. It had been almost solely occupied with the Board of Education.

The third stage, now perhaps completed, was occupied in the linking up of the Association with other bodies engaged in teaching. The moving spirit in this movement was Mr. R. F. Cholmeley, C.B.E., secretary for ten years from 1913 and twice president (1923 and 1927), an exceptional and well-earned recognition of wise and devoted service. This linking is accomplished by means of Joint Committees ; members of the Association are thus brought into touch with the main educational problems that confront other members of the teaching world. This makes for breadth of sympathy and understanding, and promises that ultimately teaching will be recognized as a profession to rank as such with medicine and law.

A new and disturbing element has, however, lately confronted the Association. The basis on which the internal management of secondary schools rests has been challenged. Both the governing body on which ultimately depends the individuality of the school and the distinctive powers of the headmaster as formerly secured to schools under Charity Commission Schemes, have been swept aside by the Borough Council at Sheffield, doubtless acting within its rights. In this case the body decided not to delegate its powers in individual schools, presumably in the interests of uniformity, but, as regards each school under its jurisdiction, to exercise these powers itself. It is greatly to be hoped that a way out of this difficulty may be found. The question is crucial for schools, though not for the local authorities ; this is eminently a case for consideration of a central body like the Consultative Committee. On that body both schools and local authorities are represented. Moreover, its conclusions, though worthy of the fullest consideration by the bodies concerned, are opinions only, and not enactments.

The stage at which the Association thus finds itself is at once the most interesting and the most difficult with which it has been faced in its whole existence. The issue so far as education is concerned is not only whether

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the headmaster shall be captain on his own quarterdeck, but whether the school shall have its proper individuality, which is its soul, denied it.

Thus during the forty years under review the Association has passed through three main stages of development. The first was that of Consolidation. The scattered units had to be brought together and welded into a unity. This arduous but invigorating work was accomplished by the time the Board of Education was in working order—that is about 1904. By then, the spirit and the acts of the Association were those of a corporate body with definite doctrines and aims. The next stage—that of Crystallization—was occupied mainly with responses to the activities of the new Board. Full inspections kept headmasters busy; curricula, staffing, premises alike were improved; and, with the aid of new grants, local and imperial, the schools were, on the whole, put on a satisfactory footing. The State, too, undertook to provide for the superannuation of teachers. The third stage—that of Co-operation—has been characterized by alliances made with other bodies of teachers. Joint committees have been the order of the day. It results that now those engaged in teaching are enabled by mutual knowledge and sympathy to present to the world a united front. A new platform has thus been reached. At last the possibility of teaching taking its place among the professions is in sight.

Foreign and Dominion Notes

FRANCE

L'Ecole Unique.

An article by M. Hauck in *L'École et la Vie* raises the question whether England will adopt L'École Unique. The writer dwells on the differences between the French conception of a centralized and uniform system, in which "from Dunkirk to Nice, and Strasbourg to Bayonne, there are the same syllabuses, the same methods and the same type of teacher. A pupil migrating would find in his new school the same teaching and the same rules." But in Britain there is a distinct gulf between primary and secondary schools, and the very lack of co-ordination has produced the need of some reform. It is noted that the increase in juvenile employment has forced the problem to the front. M. Hauck observes that some local authorities, particularly those in Scotland and Wales, have a far more generous provision of scholarships and maintenance allowances for the recruitment of the secondary schools and colleges. This makes the supply of teachers an easier matter than it is in France. The programme of the Labour Party is quoted extensively, and the writer notes with approval its deprecation of the use of examination results as the criterion of educational efficiency. He concludes that if this programme is adopted without fundamental changes, Britain will have accepted L'École Unique, since this term denotes the raising of the school-leaving age and the co-ordination of the different grades of education. But whether this will come depends, he thinks, on political factors in the last resort—on whether the politicians are empowered by the electorate to bring about these changes. It may be noted in passing that M. Hauck's article was inspired by a recent contribution to this journal.

UNITED STATES

University Students and Careers

Prof. Bossard, of Pennsylvania University, contributes an article to *School and Society* (Vol. 30, No. 764, August), on the subject of guidance given to American students in the right choice of a career. He shows that whereas in 1890 only 1½ per cent of the population of college age were enrolled in universities and colleges, the percentage had risen by 1926 to 10 per cent. Thus, as there are now 1,000,000 students in American universities, it is highly important that they should have guidance in their orientation to life. Moreover, as the growth in numbers has been exceptionally rapid since 1922, it is now clear that Americans appreciate the money value of a collegiate education. This value has been proved and analysed in characteristic American fashion by two detailed studies made respectively by the Alpha Kappa Psi Fraternity and the Bell Telephone Company, who have shown that the business world to-day places a definite premium upon an educated and trained personnel. Another point is that student bodies tend to become socially and racially more heterogeneous than ever. No longer are they drawn from restricted social and economic levels. Consequently it is more important than ever that the freshman should have some guidance n his orientation to a career and to the problems of life, as he is now generally without the guidance of a family or professional tradition. Faced, therefore, with this large influx of new student types, the universities are experimenting with courses on the scope and aims of college education. Brown University held the pioneer course in 1915-16, and since then the orientation course has been increasingly adopted by universities and colleges, but rather as an informal activity. Nowadays the tendency is to make it a part of the formal curriculum. The course is designed with the aim of orienting the student to the life and thought of the modern world. Thus it presents to the freshman a brief view of the university's work, its special work in the subject that interests him, and the relation of that work to his own career and to humanity in general. While such courses are a natural outcome of the huge enrolments in American universities and colleges, it is probable that in our British universities the informal guidance of the tutor will still hold the field. One might question, however, whether something more formal and directive might not be done in our largest universities, by tutors specially detailed for the work and thoroughly conversant with the needs of modern civilization as well as with the rather cloistered activities of the academic life.

CANADA

Technical Education.

Dr. W. H. Rutherford of the Western Technical School, Toronto, contributes an article to *The School* for September, in which he reveals himself a keen advocate of the technical school as an integral part in the educational system of Canada. He claims that the old view that mental discipline is best gained through a study of ideas, is now being superseded by the view that the experimental method is more valuable. The technical school provides this training in the practical—the necessary contact with the concrete as opposed to the study of the abstract. Moreover he claims that it can give a democratic training in social efficiency, for effective participation in the life of the community, instead of a select education reserved for the individuals who are to be trained to lead and to govern a community.

The Technical Schools and Culture.

Dr. Rutherford finds that 60 per cent of the wage-earners of Toronto are engaged in work for which they could be efficiently prepared by a previous training in the technical schools. The necessary training cannot be provided by the industries owing to the decay of the apprenticeship system and the growth of specialization. The technical schools can also give vocational guidance, for the instructors from their wide experience can well assess a student's fitness for some particular occupation. But more than that, the schools can furnish a cultural training. "If we had asked the question in the nineteenth century, 'Are culture and industrialism opposed?' we should have immediately received the answer, 'Yes.' The meaning attached to culture at that time was associated with an acquaintance with the historical culture of the race embodied in the language, history, and literature of ancient Greece and Rome. As a consequence it was quite natural that the old Greek idea of slaves to do the work and a leisured class to do the thinking should find acceptance. This system, however, is not acceptable to-day. There is no leisure class as these words were formerly understood. The age of industrialism is with us and is ever growing. Our problem is to foster a culture which will harmonize with this new age." It is interesting to find that Dr. Rutherford comes back to the humanities as a cure for "many of the ills of our industrial life." He asserts that the central feature in the humanities should be a course in modern, social, and industrial history. He would have literature presented not as a knowledge subject, "but with the purpose of developing a right emotional attitude to life as a whole." For a state like Ontario, which still has immense natural resources to be developed, these views seem to us to be highly important. But when industry has been rationalized and production developed to the ultimate degree, we may find that literature and art—using the word in its widest sense—are of greater importance in education than Dr. Rutherford's able article may seem to admit. Apart from this objection, we find ourselves cordially agreeing with him in most of his statements.

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The Teaching of French Verbs

By S. Wormald, M.A.

French verbs are by common consent the biggest "mechanical" stumbling block which faces the student of French. That they are difficult even for native speakers of the language is shown by the lists of irregular verbs which are a feature of such schoolboys' diaries as the Almanach Payot. Examiners are constantly stressing the big percentage of errors due to weak verb knowledge and urging the importance of a sound grasp of what Bescherelle calls "l'âme du discours." Verbs may be called the "multiplication tables" of a language. They are fundamental.

Seeing, therefore, that verbs are in themselves so important, it is worth while from the very beginning of the school course to organize the teaching of verbs in a scientific way. Of course all French courses introduce their verb material according to a definite plan, but the teacher's problem is how to make the best use of whatever text-book is used. The most satisfactory method seems to be to devote a special note-book to verbs alone, for it is only by concentrating and organizing the attack in this manner that the verbs can be thoroughly mastered by the average pupil. The exceptional pupil will no doubt learn his verbs "standing on his head" as it were. Methods have to be devised for the normal and slow pupil.

Many teachers use the note-book method. Some prefer to use an ordinary exercise book, whilst others use one or other of the various special verb note-books which are on the market. It will be useful to teachers thinking of adopting this plan in one of its varieties just mentioned to consider the make-up of a verb note-book.

First of all it must be determined whether the book is to last several years and contain ultimately a full survey of verbs, or whether at the end of a shorter time—say a year—it is to follow other discarded exercise books to the waste-paper basket. Experience suggests that it is better to start with a substantial book which will last a few years and serve all the time as a book of reference. The disadvantage of starting with the ordinary blank exercise book is that a considerable amount of time which might be spent *learning* the verbs has to be devoted to copying headings and ruling lines.

It is also necessary to settle whether the verbs are to be copied into the book in chronological order, *i.e.* according to their occurrence in class work. The alternative to that is to have a prearranged scheme into which the verbs fit as they occur. The chronological order is the simpler method but not so good as the "organized" schemes.

There are quite a number of possible "organized" schemes. The simplest is to follow a strict alphabetical order either throughout the book or in conjugation groups. The simplicity of this method is its chief advantage. The best method is one which makes the biggest appeal to the visual memory which is so strongly stimulated by the note-book method. To get this result the book has to be so arranged that, whilst preserving the conjugation groups, the verbs are arranged as far as possible according to similarities. The criterion of frequency in speech which determines the arrangement of some verb note-books is irrelevant from this point of view.

The test of similarity leads us to group together all verbs in -ER with spelling peculiarities, and within this group, assuming an allowance of one page a verb, "commencer" and "manger" naturally make one pair to adorn opposite pages, whilst "appeler" and "jeter" give a similar pair. In the -RE verbs "battre" and "mettre," in the -OIR verbs "valoir" and "vouloir" are pairs. Where no similarity exists, the opposite principle of contrasts can be used. "Pouvoir" and "pourvoir" are examples of this.

Apart from "avoir" and "être," which require a double page each, the irregular verbs fit very well on one page to each verb, for the only forms in which irregularities occur are the participles, the present indicative, the future, the present subjunctive, the past historic, and the imperative. Double pages will also have to be provided to enable the writing out of some verbs in full in addition to "avoir," and "être." An example of each conjugation, the negative, interrogative, negative interrogative, the reflexive verb in all its forms, and the verb with pronoun objects certainly deserve this treatment.

The arrangement of the tenses on the pages should be determined so far as possible by the principle that the same tense occurs in the same place in the page throughout the book. Rigid adherence to this is, however, made impossible by the special problem of -ER verbs with spelling peculiarities, and by the allowance of double pages to certain verbs, and single pages to irregular verbs.

Having settled beforehand the arrangement of the note-book the method of using it is simple, and many advantages are experienced which are not obvious from the start.

At the beginning no tenses should be copied in except from the blackboard. As each book will have the same tense in the same place on the page it is easy to check entries by a quick journey round the class. It is useful to have a blank index which can be filled in concurrently with the verb entries. It may perhaps be thought that a considerable amount of time will have to be spent in copying out verbs. Experience proves, however, that new matter in the many well-arranged French courses on the market turns up slowly. Time devoted to copying in verbs carefully is time profitably spent. Probably in the first two terms just the present indicative will have been encountered. When the future occurs the greatest interest is taken in filling in the proper spaces alongside the present indicative already entered. The repetition which thus takes place rubs in the verbs very thoroughly. The same applies to the other tenses as they come along.

Another advantage is that the pupil realizes from the start that the little bit of information which he adds is part of a well thought out scheme. The collecting instinct is very strong in children and they love filling in verbs. As the book is filled in a valuable and personal book of reference is made. Children learn their way about their own book far more readily than they do about the congested and terrifying mass of verbs which appears in most French grammars. A training in the systematizing of information and in habits of careful reference also results.

From the point of view of the teacher the note-book is useful because it enables him to see at a glance the exact amount of verb knowledge each pupil should have. This is very useful where a form changes teachers during the course or where, through absence, a pupil misses some work. It also facilitates revision. A good device is to call on boys unexpectedly to bring up their note-books to the teacher's desk and to turn up casually any page and insist on instant repetition. The old excuse of "Please, sir, I don't think we've done that verb" is of no avail, for there the verb is in the culprit's own writing. Furthermore, pupils are no longer uncertain what verbs to get up for their term-end and year-end examination. All the verbs entered so far can be prescribed without any difficulty. Rapid revision in class by means of chorus work is also made easy.

At the end of the three or four years of the active life of the note-book comes the period when it is necessary to cover rapidly the whole field which has been so thoroughly surveyed in the note-book. The note-book period is the time for extensive writing, the revision period which now ensues is the time for intensive study. It is important now to concentrate on essentials. The irreducible minimum with which the mind need be burdened is: the full conjugation of DONNER, FINIR, ROMPRE, RECEVOIR, AVOIR, ÊTRE, the -ER verbs with spelling peculiarities,

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the rules for the formation of the tenses, and the irregular forms of the irregular verbs. It is surprising how well the verbs boil down. It is possible to get *all* the irregular verbs except "aller" and "envoyer" in two openings of a small booklet, printed in good-sized type, and which will fit in an ordinary exercise book.

Pupils are pleased to find in their examination year that all the verbs can be surveyed in such a small space. The teacher finds that the setting of portions for homework or for learning in class is made very simple, and it is possible to cover rapidly the whole ground many times a term.

To sum up. The method of teaching French verbs which is here advocated consists of the use of a special note-book for a number of years, and then in the revision period of a peptonized scheme which will give a rapid bird's-eye view (to mix the metaphor slightly !) of the whole ground which has been covered.

SOME PUBLICATIONS ON FRENCH VERBS

(1) *The Systematic French Verb Note-Book.* A. W. MASON. (Harrap), 9d.; 5½ in. by 8½ in.; stiff paper covers, wired; 64 pages (3 introductory). A verb at an opening, room for thirty verbs in full; blank index; tense names in French, pages otherwise blank.

(2) *French Verb Exercise Book.* C. F. SHEARSON. (Dent), 1s. 6d.; 8 in. by 10 in.; paper covers, wired; 80 pages (4 introductory). A verb to a page; no blank index; tense names in French; pages headed by name of verb with irregular forms already inserted; arrangement partly by frequency, partly alphabetically; pages 67 to 80 quite blank.

(3) *Verb Houses.* D. J. FALCY. (Dent), 1s.; 8 in. by 10 in.; paper, stitched; 64 pages (32 introductory). A verb to a page; no headings to pages; no tense names; no blank index.

(4) *A Skeleton French Verb Note-Book.* S. WORMALD. (S. Wormald, The Liverpool Institute), 1s. 6d.; 8 in. by 10 in.; stiff board covers; quarter bound cloth, sewn; 128 pages (9 introductory). A verb to a page, except special cases of double pages; a place for every verb; blank index; tense names in French and English; pages headed by name of verb, places for filling in irregular forms marked specially; arrangement based chiefly on similarity; blank pages at intervals.

(5) *Tabloid French Verbs.* S. WORMALD. (S. Wormald, The Liverpool Institute), 6d.; 7 in. by 8¼ in.; 10 pages. A *complete* survey of verbs, regular and irregular, in an extremely compact form. Printed in good-sized type on thin cardboard.

Varia

We have received from the STUDENT CHRISTIAN MOVEMENT PRESS a list of forthcoming and recent books. In addition to works on theology, there is also a section of books on Africa.

* * *

MESSRS. J. & W. CHESTER, Ltd., 11 Great Marlborough Street, London, W. 1, have published a useful author and subject index to *The Chesterian*, 1919-29. It forms almost a bibliography of musicial ideas of the past ten years.

* * *

MESSRS. BLACKIE & SON, LTD., have specialized on books for boys and girls and small children. Their list for 1929-30 naturally contains many such volumes, some old, some new, but there is also an interesting section on general literature which ranges over many interesting topics.

* * *

A comprehensive list of EXTENSION LECTURE COURSES AND TUTORIAL CLASSES has been issued by the University of London, which should enable all who wish to maintain or extend their studies. The list can be obtained from the University Extension Registrar, University of London, S.W. 7.

* * *

The first annual HALDANE MEMORIAL LECTURE at Birkbeck College (University of London) was delivered by Lord Justice Sankey on May 14 last. The lecture, entitled "Lord Haldane's Life and the Adult Education Movement," has now been published in pamphlet form and is obtainable from the College.

* * *

The autumn list issued by the OXFORD UNIVERSITY PRESS contains a wealth of attractive titles. Selection is difficult when so many interests are represented. We may, however, refer to the issue of "The Concise Dictionary," which is an epitome of "The Dictionary of National Biography," and its supplementary volumes up to 1921, and is being published as one volume.

* * *

Apropos of the raising of the school-leaving age, *The Nelsonian*, the organ of MESSRS. THOMAS NELSON & SONS, LTD., contains a brief article by "H. M. I." entitled "Shall we teach Modern Languages in the New Schools?" His comments are followed by some thoughtful remarks by another writer on the past failure of secondary schools to give a useful knowledge of French.

* * *

The university term began early in October, but it is not too late to refer to public lectures being given at UNIVERSITY COLLEGE, LONDON, W.C. 1, during November. Mr. C. S. Elton, of Oxford, still has two lectures to give in his course on animal ecology (November 1 and 8); other lectures are by: Prof. L. N. G. Filon, on cosmography of the sixteenth century (November 4); by Viscount Grey of Fallodon, on natural history (November 7); by Dr. O. L. Brady, on alchemy (November 18); and by Prof. E. G. Gardner, on Shelley and Italy (December 5).

The 1929 Norman Lockyer Lecture will be given by Sir Walter Morley Fletcher at the Goldsmiths' Company Hall, Foster Lane, E.C. 2, on Tuesday, November 19th, at 4.30 p.m. He will speak on certain aspects of Medical Research and their applications.

* * *

The first title which takes the eye in the Autumn List issued by MESSRS. R. A. & C. BLACK, LTD., is "Two Thousand Years of Science," by the late Prof. R. J. Harvey-Gibson, a useful general sketch of the growth of science. This firm also publishes indispensable works of reference such as "Who's Who."

* * *

Book lovers will welcome the slip in the Autumn List issued by MESSRS. MACMILLAN & CO., LTD., announcing a special edition of the poems of Rudyard Kipling. In conjunction with Messrs. Eyre & Spottiswoode (Publishers), Ltd., Messrs. Macmillan are publishing a sixpenny "Self-Help Library," of which the first ten titles are announced.

* * *

The Autumn List issued by MESSRS. THORNTON BUTTERWORTH, LTD., is of interest chiefly from the point of view of fiction. This firm also publishes the Home University Library to which three additions, an anthology of English poetry of 1503-1683, and volumes on the literature of Japan and on international thought, are being added this autumn.

* * *

The ECONOMIC LEAGUE, in conjunction with the *Journal of Careers*, announces a Prize Essay Competition, open to candidates between the ages of 16 and 19, on "What I Want to be and Why." The first prize of £100 will be given by Sir Charles Wakefield, Bart., and there will be four second prizes of £25 each and a number of third prizes of £5 each. Further particulars can be obtained from the *Journal of Careers*, 61 Conduit Street, W. 1.

* * *

The Twentieth Annual Exhibition of Electrical, Optical, and other Physical Apparatus is to be held by the Physical Society and the Optical Society on January 7, 8, and 9, 1930, at the Imperial College of Science and Technology, South Kensington. As on previous occasions, there will be a Trade Section and a Research and Experimental Section, and in addition a new section for the work of apprentices and learners is to be introduced.

* * *

The principal feature of the list of the public lectures being delivered during the present term at KING'S COLLEGE, LONDON, is a series on the contributions of the college to the advancement of learning during the past century. Four remain to be given: Prof. D. M. Blair on medical science (November 6), Prof. E. Wilson on engineering (November 13), Prof. W. T. Gordon on geology and geography (November 20), and Prof. Ruggles Gates on biology (November 27).

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Geneva and Elsinore

BY WYATT RAWSON

THOSE of us who attended the International Conferences at Geneva and Elsinore this summer had a good opportunity of surveying internationalism in action. At the meeting of the World Federation of Education Associations at Geneva we studied the means of securing more international good-will, we considered the exchange of teachers, the teaching of history, the work and meaning of the League of Nations. At Elsinore, under the auspices of the New Education Fellowship, we secured international co-operation by studying together our national educational systems, new teaching methods, and the means of improving both. The danger of Geneva, as Sir Gilbert Murray warned us, was that we should be content with platitudes. It was hot, we were not out for causes, we were inclined to bring greetings, present messages, and deprecate all overt disagreements. The British delegations were upset when the delegates from Ireland and India expressed their opinion that the connexion with England had had a bad effect on education in their countries, though whether true or not this is a commonplace of international opinion. But at Elsinore, since there were no national delegations or messages but only individual ones, the danger of such irritations hardly existed. Our spleen was vented upon the traditionalists instead.

Both conferences were really international, since Geneva freed the World Federation for the first time from Anglo-American predominance. In both, English and Americans suffered from a bland ignorance of foreign languages, being inclined to take it for granted that Anglo-American was the universal language. At Elsinore in particular, where the conference was devoted largely to psychology, the English-speaking members were placed at a disadvantage, since few of them knew German, and some of the best lectures and courses were given in German and only summaries made in English.

Looking at the two meetings from the outside, one is tempted to say that Geneva represented the old, and Elsinore the new, education. But this would be to give quite a false impression of the distinction between the two. Many members went from one congress to the other, and much of the work at Elsinore was concerned with historical presentations. Geneva inclined to be more interested in technical questions, such as the status and tenure of teachers and the possibility of co-operation between the national associations in different countries. Elsinore was not without its share of political interest, particularly for the Scandinavian members, but our chief object was to learn of the new experiments undertaken in foreign countries.

Perhaps the most valuable part of these conferences to the English participants was that it forced them to consider their English problem as a whole. Why were no representatives of the English public schools present? Where were the preparatory school masters? Could the English universities really supply but one professor for Geneva and two for Elsinore? The extraordinarily amorphous nature of the English educational system was only too apparent. This may have its advantages from the point of view of those who desire freedom in experiment, but the absence of co-ordination and co-operation must have been keenly felt by all who heard what was being done abroad. Again, the unfortunate question of prestige often divided one British delegation from another, and we had the sad spectacle of members of foreign delegations intervening to smooth over disagreements among the English. One hopes that this weakness can be overcome before another conference takes place. But if so it can only be by an effort on the part of associations concerned during the next year or so, and a real give and take between them on the assumption that the English educational system must be unified on federal lines. These international meetings will have been of real service to English education if they are instrumental in drawing all groups together and making us realize that the social and temperamental divisions that are allowed to interfere with our co-operation are harmful to all concerned.

But perhaps the greatest light upon the present position in England was thrown by the astonishment shown by foreign members at English ignorance of the influence that psychology was having on education abroad. Sir Gilbert Murray, in the course of a fine address to the secondary section at Geneva, declared that it would need one or two generations' work before psychologists could tell the teacher in answer to his problems more than he already knows intuitively. The Swiss and German teachers present, whose effort to-day is to assimilate and apply all that modern psychology has taught them, were amazed. The Prussian State has even suggested appointing psychologists as advisers to its schools, in answer to which the teachers are inclined to assert their independence, since they are frightened of the university professor being unable to understand school difficulties. But imagine such a proposal in London! Where could we find the professors to whom to appeal, or a sufficient belief in the value of psychological knowledge among the teachers?

This failure of England to attempt to bring together psychology and education was one of the points most brought home to the writer at Elsinore. Swiss psychologists told me that in England this summer they had been assured by their English colleagues that there was no interest in psychology amongst teachers in England. I could assure them that this was much too sweeping a statement, but it is true that the English psychologist has taken very little interest in the teachers' problems in schools, and the teacher has been very little encouraged to have faith in co-ordinated knowledge or the findings of the psychologist. On another occasion I had to explain to a German delegate that we could never look to our universities to set a lead in education since they were too much out of touch with the ordinary life of the nation. I remembered, but did not mention, that a prominent member of the Board had once said to me that he did not see any use in professors of education. What can one say about such an attitude towards the higher intellectual processes? Something is wrong when our universities do not act as the brains of our educational system.

If those who went to Geneva or Elsinore have come back with a feeling of the need for a much closer co-operation between all educationists in this country, and a recognition of the vital part to be played in all educational development by modern psychology, the time and effort they expended will not have been in vain.

SPANISH IN EVENING SCHOOLS.—The Board of Education has published a report by Prof. Allison Peers on the teaching of Spanish in evening schools (H.M.S.O., 6d.), which indicates that Spanish is in a stronger position now than just after the War, despite the increasing competition of German. The students include a growing number of graduates, and professional men who are in many cases disinterested students of the language, as well as numbers of commercial employees who study for utilitarian ends. Text-books do not improve in standard, and there is need of far greater co-operation among teachers of Spanish, many of whom would benefit from a course of instruction in method. The Board's vacation courses might well include some provision to meet this need. Employers and Chambers of Commerce in London, Birmingham, Liverpool, and Hull, are actively co-operating by remitting fees and granting scholarships to selected students. The Hull Chamber controls an endowment enabling students in business to travel for periods of nine months, and last year five such studentships were used for travelling to Spain and studying the language and conditions of the country.

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Topics and Events

MONTESSORI TRAINING AT ROME.—The "Opera Montessori" has organized a special international course of training in the Montessori Method to be held at Rome from the beginning of January until the end of June, 1930, under the auspices of the Italian Government. A diploma will be given to those who have attended the course regularly and have passed the examination at the end. Further particulars can be obtained from "Opera Montessori," Via Mante Zebio, 35, Rome.

* * *

THE NATIONAL BOOK COUNCIL.—After four years of quiet but increasing activity, the National Book Council feels the need of some way of keeping in touch with its growing number of members. Accordingly in future there will be distributed (with the usual packet of new and revised book lists) a news-sheet, to contain, besides notes for members, an article on some question of general interest, and a note on how to use the newest book list. The news-sheet will be brief and to the point, and will not be allowed to become a rival to the reading of many books.

* * *

THE ALEXANDER PEDLER LECTURE, 1920.—This lecture has been established by the British Science Guild in memory of Sir Alexander Pedler, C.I.E., F.R.S., who was for many years Honorary Secretary of the Guild. The lecture will be an annual one, dealing with some subject of scientific interest, and will be given outside London. The first Alexander Pedler lecture will be given by Dr. G. C. Simpson, C.B.E., on "Past Climates." It will be held under the auspices of the Manchester Literary and Philosophical Society, 36 George Street, Manchester, on Tuesday, November 26th, 5.30 p.m.

* * *

CENTENARY OF GOETHE.—In view of the centenary of Goethe's death, which will shortly be celebrated, a series of public lectures entitled, "Goethe and his Fulfilment," dealing with his life and certain aspects of his work, will be given in London this autumn. They will be held at the Rudolf Steiner Hall, Clarence Gate, on Sunday evenings at 6.30, beginning on October 13. Literature about Goethe is continually increasing, and it is probable that we are only now approaching a riper understanding of the master poet and scientist of the eighteenth and nineteenth centuries. These lectures seem to be most timely.

* * *

KING'S SCHOOL, CANTERBURY.—The Junior King's School has this autumn moved into a new building at Milner Court, Sturry, Kent. This has been built to plans prepared by the well-known school architects, Mr. Sydney Tatchell and Mr. Geoffrey C. Wilson, on the estate given by Lady Milner in memory of her late husband. The Manor House which he occupied during the closing years of his life has become the residence of the headmaster of the Junior School. The new building has been so planned as to embody the latest methods of ensuring a healthy environment to all the pupils while at the same time affording continuous supervision.

* * *

PEOPLE'S LEAGUE OF HEALTH LECTURES.—On Friday, November 1st, the People's League of Health will commence an autumn series of lectures to be given on seven consecutive Fridays at the Medical Society of London (Lecture Room), Chandos Street, Cavendish Square, W. 1, at 6 p.m. The series is entitled "Racial and Individual Welfare," and will include a lecture on "The Mechanized Age of To-day and its Probable Effect on the Human Race," given by Sir Thomas Oliver, one on "Inborn Qualities in Regard to National Health," given by Dr. A. F. Tredgold, and one on "The Multiplication of the Unfit," to be given by Mr. Harold Cox. Tickets for the course of seven lectures, price 10s. 6d., single tickets 2s., can be obtained from the Headquarters of the People's League of Health, 12 Stratford Place, W. 1.

* * *

YOUTH AND INTERNATIONAL FRIENDSHIP.—Any movement which aims at promoting international friendship especially among young people deserves support. In this connexion the Honourable Company of Friendly Adventurers, founded in December, 1927, offers many novel attractions. The organization is built up on nautical lines, and all who join rank as Crewsters of The Friend Ship. It publishes an illustrated monthly travel magazine, *The Young Adventurer and the Friend Ship*, which, as an imaginary ship, sails round the world, making its readers familiar with the main features of all nations. The London Club House takes the form of an old sailing ship moored on the Thames at Charing Cross Pier. In addition, boats' crews are formed in schools and children's clubs, and land cruises in different countries are organized at low rates. For full details of the movement application should be made to the Skipper, The Friend Ship, Ramhurst Manor, Tonbridge, Kent.

* * *

ASPECTS OF CHEMICAL PROGRESS.—Teachers of chemistry will welcome the clear and concise account bringing together the experimental and theoretical evidence on the "Effect of Water as a Promoter of Chemical Reactions," contributed by Mr. G. R. Gedye, of the Laboratory of Physical Chemistry, Cambridge, to the October issue of *Science Progress*. A comparatively early theory of the accelerating effect of traces of water was, of course, that monomolecular layers of water on solid reactants or on walls of containing vessels, dissolved and ionized the reactants. Recent work by Dr. R. G. W. Norrish suggests that water vapour may form a polar surface of absorbed gaseous molecules which are thus enabled to react. Certain reactions, however, seem to have special mechanisms; such, for example, is the oxidation of carbon monoxide, where there seems to be definite chemical participation. Another paper in the same journal, of interest to chemists, is that on "The Biochemistry of Pectin," by Dr. A. Geoffrey Norman. The author discusses the constitution of pectin, the nature of pectin in the plant and its biological decomposition, and concludes with an account of its industrial uses. Both Mr. Gedye and Dr. Norman give bibliographies to their papers.

* * *

BIRKBECK COLLEGE.—In December, 1823, Dr. George Birkbeck founded the London Mechanics' Institution, for the benefit of craftsmen and small employers who were seeking what is now termed adult education as distinct from trade or technical instruction. With the foundation of various colleges and of the University of London, the fortunes of the Mechanics' Institution sank lower and lower; a new lease of life was taken on with the admission of external candidates to the University of London examinations in 1858. By this time the type of student had changed and the Institution was serving principally those engaged in commerce and the numbers rose from 300 to 3,000. In 1885 the Institution was moved to new quarters near Fetter Lane, and with outside assistance began its present successful career, taking the name of Birkbeck College. The seal of success came in 1920 when the college was admitted as a school of the University of London for evening and part-time students, and in 1926 it was granted a Royal Charter. The old endeavour to provide part-time instruction for those already in professional or commercial occupations is maintained, but, as the calendar for the current session shows, the college gives its members the corporate life and intercourse so necessary for higher education as well as instructing them for academic honours in the University of London.

* * *

EMPLOYMENT OF YOUNG PERSONS IN CARDIFF.—The depressing side of the difficult problem of finding suitable employment for school leavers is stressed so prominently in the Press that the steadfast initiative and inexhaustible fertility in ideas of those who are concerned with finding solutions to the problem are apt to be overlooked. The last report of the Employment Sub-Committee of the city of Cardiff is an interesting record of a ceaseless search not only for avenues of employment, but for means of sustaining the unemployed young persons, physically and morally, whilst the dreary search for work proceeds. Two boys were placed in New Zealand under the New Zealand Shipowners' Acknowledgment to British Seamen Fund. The scheme provides free passages, complete outfit, and excellent agricultural training for boys whose fathers either lost their lives or were incapacitated in the service of the navy or mercantile marine during the war. There is an increasing entry, by examination, to vacancies as aircraft apprentices, to the advanced class, Royal Navy, and to posts, for boys and girls, in the Post Office. Nearly 600 juveniles and workers were accommodated in an excellent summer camp at the seaside during the month of August under arrangements made by the Juvenile Welfare Council, and the Council has interested itself actively in the matter of securing sympathetic and unbiassed hearing when the question of whether a claimant for unemployment insurance is "genuinely seeking work"—a matter which the Ministry of Labour has now decided to refer to independent Boards of Assessors. The scheme for the training of boys for emigration has been held up temporarily as the opportunities for placing them in the Dominions have been exhausted for the time being.

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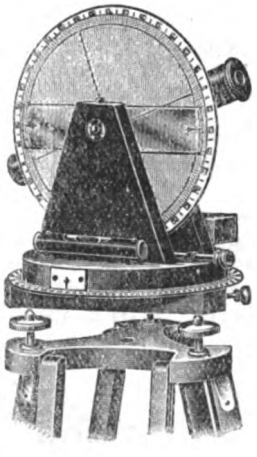

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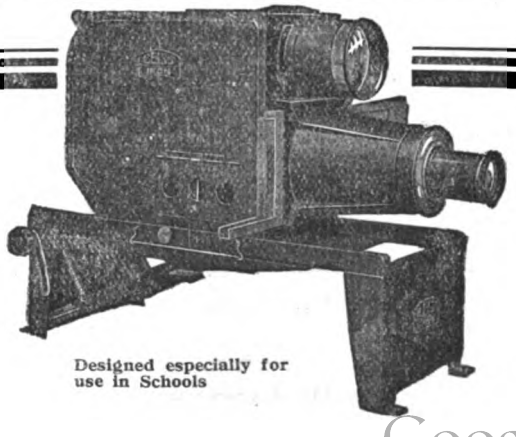

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Bradford Grammar School	Dec. 21 to Jan. 13	
Bradford Technical College	Dec. 21 to Jan. 13	
Brighton College ..	Dec. 20 to Jan. 21	
Bromsgrove School ..	Dec. 20 to Jan. 20	Old Bromsgrovian Football Match, Dec. 9.
Cambridge and County High School	Dec. 20 to Jan. 14	Old Boys' Football Match, Nov. 7.
Campbell College, Belfast	Dec. 20 to Jan. 16	
Canford School, Wimborne	Dec. 20 to Jan. 17	
Caterham School ..	Dec. 18 to Jan. 13	
Central School of Arts and Crafts, London	Dec. 19 to Jan. 5	
Cheltenham Ladies' College	Dec. 19 to Jan. 15	Speech Day, Nov. 8.
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Christ's Hospital, West Horsham	Dec. 20 to Jan. 16	
City Technical College, Cardiff	Dec. 19 to Jan. 4	
Clifton College, Bristol..	Dec. 20 to Jan. 17	
Dean Close Memorial School, Cheltenham	Dec. 20 to Jan. 17	Commemoration Day, Nov. 1. Football Match *v.* Old Decanians, Nov. 1.
Denstone College, Staffs.	Dec. 17 to Jan. 17	Shakespearean Play, Nov. 21.
Dover College	Dec. 17 to Jan. 17	
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Guildhall School of Music	Dec. 9 to Jan. 11	
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Haberdashers' Aske's Hatcham School	Dec. 18 to Jan. 15	Annual Concert, Dec. 17. Rugby Football Match *v.* Old Askeans, Dec. 21.
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Harrow School	Dec. 23 to Jan. 24	
Hereford Cathedral School	Dec. 20 to Jan. 20	
Heriot Watt College, Edinburgh	Dec. 20 to Jan. 14	
Highgate School ..	Dec. 23 to Jan. 23	School *v.* Old Cholmelians, Dec. 14. School Concert, Dec. 18.
Huddersfield Technical College	Dec. 20 to Jan. 7	Prize Distribution, Dec. 20.
Hurstpierpoint College..	Dec. 18 to Jan. 22	Boar's Head, Dec. 6. "Taming of the Shrew," Dec. 16 and 17.

(*Continued on page* 822)

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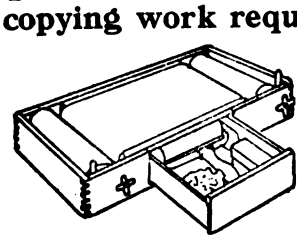

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King Edward's School, Birmingham	Dec. 20 to Jan. 22	School *v.* Denstone College, Nov. 9. "As You Like It," Dec. 17, 18, and 19.
King Edward VI School, Bury St. Edmunds	Dec. 18 to Jan. 15	
King William's College, Isle of Man	Dec. 17 to Jan. 17	School Play, Nov. 9. Match *v.* Rossall, Nov. 10.
King's College School, Wimbledon	Dec. 20 to Jan. 17	Old Boys' Concert, Dec. 14.
King's School, Bruton ..	Dec. 18 to Jan. 17	
King's School, Canterbury	Dec. 19 to Jan. 17	O.K.S. Match, Dec. 18.
King's School, Ely ..	Dec. 19 to Jan. 21	1st XI *v.* Old Eleans, Nov. 23. School Christmas Party, Dec. 18.
King's School, Rochester	Dec. 20 to Jan. 21	Old Roffensian Rugby Match, Dec. 14.
Kingswood School, Bath	Dec. 19 to Jan. 16	Old Boys' Match, Nov. 2. Senior Literary Association Play, Dec. 17 and 18.
Lancing College ..	Dec. 20 to Jan. 20	
Leeds Grammar School	Dec. 21 to Jan. 13	School Concert, Dec. 19.
Leighton Park School, Reading	Dec. 17 to Jan. 17	Hobby Exhibition, Dec. 14.
Leys School, Cambridge	Dec. 20 to Jan. 20	Bach Recital in School Chapel, Dec. 1.
Liverpool College ..	Dec. 19 to Jan. 21	Speech Day and Prize-Giving. School Confirmation, Dec. 5. School Concert, Dec. 18.
Loughborough College ..	Dec. 20 to Jan. 13	
Malvern Girls' College ..	Dec. 19 to Jan. 15	
Marlborough College ..	Dec. 17 to Jan. 17	
Merchant Taylors' School, Crosby	Dec. 20 to Jan. 13	
Merchant Taylors' School, London	Dec. 17 to Jan. 14	Doctors' Day, Dec. 17.
Merchant Venturers' Technical College, Bristol	Dec. 21 to Jan. 14	
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Mill Hill School ..	Dec. 17 to Jan. 16	
Monkton Combe School	Dec. 19 to Jan. 21	
Newcastle-under-Lyme High School	Dec. 19 to Jan. 14	School Play, Dec. 18.
Northampton Polytechnic, London	Dec. 20 to Jan. 6	Prize-giving and Conversazione, Dec. 6 and 7.
Northampton Town and County School	Dec. 20 to Jan. 14	
Nottingham High School	Dec. 19 to Jan. 20	Speech Day, Dec. 11.
Oakham School ..	Dec. 20 to Jan. 21	School Concert, Dec. 18. Old Oakhamian Match, Dec. 19.
Oundle School	Dec. 17 to Jan. 17	
Perse School, Cambridge	Dec. 19 to Jan. 15	Speech Day, (Mr. Hugh Walpole), Nov. 15. 1st XV *v.* Framlingham College, Nov. 16.
Plymouth College ..	Dec. 21 to Jan. 17	
Pocklington School ..	Dec. 18 to Jan. 17	
Portora Royal School Enniskillen	Dec. 19 to Jan. 8	Old Portora Union Dinner, Nov. 15. Speech Day, Dec. 18.
Radley College	Dec. 17 to Jan. 21	
Regent Street Polytechnic, London	Dec. 20 to Jan. 13	
Roedean School, Brighton	Dec. 20 to Jan. 17	
Rossall School	Dec. 20 to Jan. 21	
Royal Academy of Music, London	Dec. 14 to Jan. 8	Entrance Examinations, Jan. 6.
Royal Belfast Academical Institution	Dec. 20 to Jan. 7	School Play (Julius Caesar), Dec. 19 and 20.
Royal College of Music, London	Dec. 14 to Jan. 13	

(*Continued on page* 824)

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[*See page* 825.]

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	CHRISTMAS VACATION	OTHER FUNCTIONS
Royal Grammar School, Lancaster	Dec. 18 to Jan. 16	Opening Ceremony of New Buildings (Viscount Burnham), Nov. 5. School Concert, Dec. 18.
Royal Grammar School, Newcastle-upon-Tyne	Dec. 21 to Jan. 15	
Royal Technical College, Glasgow	Dec. 21 to Jan. 6	
Rugby School	Dec. 20 to Jan. 20	
Sedbergh School ..	Dec. 20 to Jan. 24	
Sherborne School ..	Dec. 17 to Jan. 17	
Shrewsbury School ..	Dec. 17 to Jan. 17	
South-Eastern Agricultural College, Wye	Dec. 21 to Jan. 20	
St. Bees School	Dec. 17 to Jan. 21	1st XV *v.* Rossall, Nov. 2. 1st XV *v.* Giggleswick, Nov. 9.
St. Columba's College, Dublin	Dec. 17 to Jan. 17	
St. David's College, Lampeter	Dec. 19 to Jan. 24	
St. Edward's School, Oxford	Dec. 19 to Jan. 21	Confirmation by the Rt. Rev. the Lord Bishop of Oxford, Nov. 27. Commemoration—Opening of Science Buildings by Sir William Bragg, Dec. 7.
St. John's School, Leatherhead	Dec. 21 to Jan. 22	School Confirmation, Nov. 29. School Rugby Football Match *v.* Old Johnians, Dec. 14.
St. Lawrence College, Ramsgate	Dec. 20 to Jan. 21	
St. Olave's and St. Saviour's Grammar School, London	Dec. 20 to Jan. 14	
St. Paul's School, West Kensington	Dec. 17 to Jan. 15	
St. Peter's School, York	Dec. 20 to Jan. 16	
Stonyhurst College ..	Dec. 19 to Jan. 21	Whole Holiday, "Grammar" Plays, Dec. 1. Football Matches, Rossall, Nov. 13; Sedbergh, Nov. 30;
Stowe School	Dec. 19 to Jan. 23	
Swanley Horticultural College	Dec. 6 to Jan. 21	
Taunton School ..	Dec. 18 to Jan. 16	
Tonbridge School ..	Dec. 20 to Jan. 21	School Shakespeare Play, Dec. 17 and 18. House Suppers, Dec. 19.
Trent College	Dec. 18 to Jan. 17	
Trinity College, Glenalmond	Dec. 17 to Jan. 17	
University College School, Hampstead	Dec. 18 to Jan. 15	Christmas Play "Shameless Wayne," Dec. 16 and 17.
Uppingham School ..	Dec. 19 to Jan. 23	
Victoria College, Jersey	Dec. 19 to Jan. 17	
Warwick School ..	Dec. 19 to Jan. 14	
Wellingborough School..	Dec. 14 to Jan. 16	
Wellington College, Berks	Dec. 17 to Jan. 17	
Wentworth Collegiate School for Girls, Bournemouth	Dec. 18 to Jan. 15	
Westminster School ..	Dec. 18 to Jan. 16	Latin Play (The Phormio of Terence), Dec. 14, 16, and 18.
Weymouth College ..	Dec. 19 to Jan. 17	
Winchester College ..	Dec. 20 to Jan. 17	
Worcester Cathedral King's School	Dec. 20 to Jan. 17	Old Boys' Match and School Concert, Dec. 19.
Worcester Royal Grammar School	Dec. 21 to Jan. 15	Prize Distribution, Nov. 21.
Worksop College ..	Dec. 19 to Jan. 21	Shaw's "St. Joan," Nov. 1 and 2.
Wrekin College ..	Dec. 20 to Jan. 21	Football *v.* Bromsgrove, Nov. 2.
Wyggeston Grammar School, Leicester	Dec. 20 to Jan. 15	School Play, Dec. 14, 16, and 17.

Look it up!—

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Reviews

PSYCHOLOGY FOR ALL

Everyman's Psychology. By Sir John Adams. (10s. 6d. net. University of London Press.)

"And why not?" was one reader's comment as he turned the last page of Sir John Adams's book, after having read it pretty diligently from the first page. Why should not an obviously serious contribution to psychological literature be written with touches of humour—often delicious touches too—on every page? Why should text-books be dull? Part of the answer, but only a part, is that no doubt writers of text-books are often dull people. But even if a man has the gift of humour in him, he rarely lets himself go in a text-book. He regards the writing of such a book as an occasion for dignity and starchiness. Prof. Adams could never be starchy. But for many years—to be precise, ever since the year 1897—he has striven valiantly to maintain the traditional dignity of the occupant of a "chair." It was in that year that his "Herbartian Psychology Applied to Education" appeared, a book in which he not only gave an exposition and a criticism of Herbart, but by the way relieved Herbart of every atom of his native stodginess.

In the years between, Sir John's literary activities have been continuous, but the products of his pen have been marked by a professorial restraint which may have caused some of his readers to suppose that Scotch humour cannot flourish on English, nor even on American, soil. If so, they have been greatly mistaken, as they will find if they take up "Everyman's Psychology." Here is a book which does not attempt to make things easy by shirking all the difficulties. On the contrary, the reader finds himself tackling the difficulties because he can't help doing so. Who but Sir John Adams would, for example, introduce the thorny question of the ego and the non-ego by pointing at that it all starts from such a commonplace as "Says I to myself, says I?" And again we ask—why not? There are many jokes in the book, but the book itself is no joke. With all its gaiety, it is a careful and comprehensive treatment of modern psychology; it is clear and tolerant at places where opinions clash; and although it is popular in style, it is scientifically rigid in its exact and consistent use of terms. We hope and we believe that "Everyman" will on this occasion include the college student—especially, we may add, the student of education.

NEW LIGHT ON THE EMPIRE

The Cambridge History of the British Empire. Edited by Prof. J. H. Rose, Prof. A. P. Newton, and E. A. Benians. Vol. I. The Old Empire: from the Beginnings to 1783. (35s. net. Cambridge University Press.)

The long-expected, and still longer-promised first volume of the Cambridge History of the British Empire has at last appeared. It treats of the Old Empire, established on mercantilist principles, which was broken up, and for the most part lost, when the American Colonies revolted and secured their independence under George III. The second and third volumes are to be devoted to a general sketch of the development of the New Empire which rose spontaneously, on *laissez faire* principles, out of the ruins and remnants of its predecessor. The remaining five volumes will treat in succession of the particular histories of British India, Canada, and Newfoundland, Australia, and New Zealand, and South Africa.

The scheme of arrangement does not strike one as particularly happy. There is no clearly defined plan evident in it. The basis is partly chronological and partly geographical, and between the two, such important parts of the empire as the West Indies and the Oceanic Islands, seem to fall pretty heavily to the ground. We must wait, however, for the subsequent volumes in order to see how far the defects of the scheme are remediable and are remedied.

The present volume opens with an admirable introduction from the pen of the veteran Sir Charles Lucas, who gives a charmingly-written sketch of the circumstances in which the expansion of England began. Then follows Dr. J. A. Williamson with a masterly account of the pioneer work of the Tudor seamen in exploration and discovery. Dr. A. P. Newton takes up the story with a highly original and well-documented survey of the beginnings of English colonization (1569–1618). Then comes the editor-in-chief, Dr. Holland Rose, who, with that grace of style and that skill in narration which have made his writings famous, shows how sea-power determined the nature and the fate of the early efforts of Englishmen to establish factories, make plantations, and found colonies.

Thus excellently is the history inaugurated, these preliminary surveys occupying 135 out of the 931 pages of the book. Among the remaining twenty-two chapters which carry the story of English adventure down to the year 1783, the following call for special mention; first, Prof. Pearce Higgins' able discussion of the problems of international law arising from the conflict of rival colonial empires; secondly, Prof. C. M. Andrews' balanced and judicial account of Anglo-American relations up to the outbreak of the War of Independence; thirdly, Mr. W. F. Reddaway's very competent surveys of the questions of European diplomacy due to the development of overseas dominions; fourthly, Mr. Cecil Headlam's restrained and detailed treatment of the conflict between George III and his revolted American subjects; and finally, the late Prof. Egerton's attractive chapter on the literature and the social life of the old empire.

Sixteen contributors in all have co-operated in the production of this volume. It would be too much to say that they have achieved unity, or that they have produced a work on one and the same scale. There can be no doubt, however, that several of the individual studies are of the highest originality and importance, and that the volume as a whole is not unworthy of a place beside the best of the volumes of the preceding, and now numerous, Cambridge histories.

CHRISTIANITY FROM THE BEGINNING

The History of Christianity in the Light of Modern Knowledge: A Collective Work. (25s. net. Blackie.)

This well-printed and comprehensive volume is devoted to a large theme and planned on an ambitious scale. The difficulties, which were formidable indeed, have been largely overcome, and this happy result must be largely due to the skilful work of an unknown editor—a truly remarkable achievement.

The book is admirably planned. Part I is devoted to a description of the world in which Christ was born, and includes chapters on the Roman Empire, the Roman State Religion, Religion and Philosophy, Mystery Religions, Palestine in the time of Christ, Contemporary Judaism, and the Bible as Christ knew it. Part II deals with the Life of Christ and the early records of it, and contains chapters on John the Baptist, the Life of Jesus, the earliest archaeological records, the rise, language and form of the New Testament writings, Greek papyri, and the New Testament and the Apocryphal Gospels. Part III is devoted to the Early Church and discusses the theology of the New Testament, early missionaries and St. Paul, and the History of Christianity from the death of St. Paul to the reign of Constantine. Part IV carries the history on from the fourth century to the end of the Reformation, and includes among other items a section on the rise of Islam. The final Part V is devoted to the period after the Reformation, and includes chapters on the English versions of the Bible: Dissent, Jansenism and Puritanism, the eighteenth century, Christianity in the Nineteenth Century, and a final chapter by Dr. Temple on Christianity to-day: Social and Christian ethics.

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The contributors include some very distinguished names, not only those of professed theologians but also historians, classical scholars, and archaeologists. We may note the following: Mr. Cyril Bailey, Dr. Edwyn Bevan, Prof. Garstang, Sir Frederic Kenyon, Prof. Gilbert Murray, Prof. R. S. Rait, Mr. David Ogg, Prof. C. C. J. Webb, Dr. James Moffatt, Prof. F. C. Burkitt, and Prof. E. W. Watson.

The essays themselves vary in length, though the average is from twenty to forty pages. They are well arranged and very readable. Each is provided with a useful short bibliography.

Amid so much that is excellent it is difficult to single out individual contributions; but special mention may be made of Prof. Gilbert Murray's brilliant chapter on Religion and Philosophy, of Dr. Edwyn Bevan's chapter on the Mystery Religions with its sane and cautious exposition of the facts and its timely *caveats* against some common but unsafe generalizations. Prof. Burkitt writes at length (nearly 60 pp.) on the Life of Jesus—a valuable sketch. A fine chapter on the theology of the New Testament is contributed by Dr. C. A. Scott. Parts IV and V, to which we have no space to refer to in detail, attempt to cover a very wide range of Church history from the fourth century to the present time. The fact that the distinguished contributors have produced a survey which never becomes *jejune*, and sketches the salient outlines so well, is itself no mean achievement.

The volume, which covers over 800 pages, is one of the most successful productions of its kind. It is beautifully printed and illustrated, and is a joy to handle and read.

ROUSSEAU'S EARLY LIFE

The Early Life and Adventures of Jean Jacques Rousseau, 1712–1740: From the Latest Sources. By A. L. SELLS. (8s. 6d. net. Heffer.)

Morley's "Rousseau," published in 1873, is still the standard life in English. Think of the army of students, critics, researchers, practitioners of the dubious and seductive modern art of "la vie romancée," who have been at work in the meantime, some of them throwing fresh light on an enigmatic personality, some merely darkening counsel by conjecture! Last of all, there is the large accession of material made available in the "Correspondence Générale" edited by MM. Dufour and Plan. Mr. Sells's narrative of the first twenty-seven years is judicial in tone and well documented. At the same time it is informed by that sympathy without which no satisfying biography was ever written, though this is just what the exponents of the modern "laboratory" theory of the biographical art fail to understand.

"I think nobly of the soul and in no way approve his opinion," was Malvolio's brave response to the tiresome questioning of Sir Topas on the doctrine of Pythagoras. It would be well if we met the theories of modern psychoanalysts in the like frame of mind. For our whole view of human life is darkened if we accept the contention that those whose genius has most profoundly influenced mankind were mainly the products of sexual aberrations or pathological states of mind. Rousseau's philosophy and Rousseau's character were fatally flawed, no doubt, and his influence was very far from being an unmixed blessing. But he gained his influence, not by what was radically unsound in him, but by his intense humanity. And it is wholly reassuring to find that it is the kindlier view of his character which is strengthened by recent investigation.

Mr. Sells's study emphasizes the idyllic side of Rousseau's youth; in particular, the love of nature and of walking in which he was the forerunner of such eminently sane literary men as Hazlitt and Stevenson. Some charming photographs assist the reader's sympathetic comprehension and enhance the attractions of a very pleasant volume.

ART OF THE SURFACE

Cizek:—Children's Coloured Paper Work. (Anton Schroll & Co., Vienna. 21 schillinge.) 1927.

In this book—which consists of twenty-seven pages of text in English and twenty-four coloured plates—Prof. Franz Cizek gives the history of the paper-cut, its materials, tools, and technique, and illustrates the whole profusely—there are twenty-eight illustrations in the text besides the twenty-four coloured plates—from the work of his pupils in the Young People's Classes held at the Kunstgewerbeschule in Vienna.

In these classes he encourages the use of different materials and techniques by his pupils in the endeavour to keep their interest centred upon what they wish to express. rather than upon the mode of expression. It is to be hoped that this book is the first of a series by Prof. Cizek dealing in a similarly practical manner with the other modes of artistic expression practised by his pupils—the lino-cut, the wood-cut, the stencil print, water colours, and etching.

The pupils come for two hours every afternoon during term time and attendance at these classes counts as an ordinary school attendance. When they are 14 they can join any of the workshops of the Kunstgewerbeschule. Over these Prof. Hoffman is the presiding genius. Here they can train as cabinet makers, architects, glass-painters, potters; they can study textiles, wood-carving, lettering, pattern-making, poster-designing, painting, and sculpture. Thus, out of a childish interest expressing itself for two hours every afternoon in Prof. Cizek's classes, may develop a vocation. But Prof. Cizek himself is not concerned with this. His aim is to secure the full development of each child's artistic nature no matter what he wants to do later on.

Of the various mediums of expression used by these pupils coloured paper seems to be the best suited for bold, decorative work. 'The paper cut," says Prof. Cizek, "is essentially an art of the surface." And it is partly for this reason that it is so popular with and suitable for young children. "The work develops a power of invention, good taste, and a sense of colour. It is remarkable that a child's imagination, and its efforts to form its ideas, when brought into conflict with the restrictions imposed by the materials, often produce results which are far beyond the child's actual range, and in most cases far beyond any results that might have been obtained by drawings. This fact gains in importance when we realize that the pupils are generally not mature enough to think out an idea in form and colour before they put it on paper. It is a great help to be able to change about every part of the composition, since this teaches the children not to be satisfied with their very first scheme of the motion, grouping, or colour combination."

Advice is given on the choice and uses of different papers; which are best for the "crude, jolly ideas of young children," and which for "more advanced and tidy pupils"; which should be torn and which cut; and on the making of decorated paper by the children themselves. No less practical and useful is the account of the technique of pasting. The tools are quickly dealt with: scissors, stencil-knives, pen-knife, and a pair of small, fine pincers and the artist is equipped.

Much might be said about the variety and beauty of the illustrations and of the excellent explanation given of each coloured plate. These are graded to show the development of the pupils' work and also the many types of decorative work that can be done in paper. But to appreciate their charm and value they must be seen.

This is a book which should be in every training college and school. It should prove of great value to all teachers in infant and junior schools, and to those teachers in the new modern schools who have rightly interpreted the term "practical work" as used in the report on the education of the adolescent.

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Minor Notices and Books of the Month

ENGLISH, POETRY, AND DRAMA

Monks' Island. By GERTRUDE VAUGHAN. (7s. 6d. net. Jarrolds.)

Situated on an island rock near the village of Cloud, and dominating the Irish coast for many miles, was St. Brendan's Abbey, the ancestral home of the Hawtreys, but originally church property. St. Clair Hawtrey was the last of his name, and to him was given the task of atoning for the evil done by his ancestors. Of noble mind and high ideals, the young man could do no other than obey the message from the grave, accepting the tremendous sacrifices which it involved. He renounced the love which had but just come, and retired to a monastery in France. Joyce, the daughter of the rector of Cloud, was left carrying out her many duties, but the joy of living had gone, and the future seemed blank. The War, however, brought to St. Clair a clearer realization of the meaning of life, and the knowledge that he was not meant for the seclusion of the monastery. The story ends with the happy reunion of Joyce and St. Clair. Of the many other incidents and characters introduced by Miss Vaughan space forbids mention. It must suffice to say that she has succeeded in capturing and portraying the beauty and the romance of the soul of Ireland.

The Millennium: a Comedy of the Year 2000. By UPTON SINCLAIR. (7s. 6d. net. Werner Laurie.)

This is a highly diverting and ingenious story, yet contains much sound philosophy and instructive economic teaching. In the year 2000 an explosion takes place which exterminates the whole living world with the exception of about a dozen people, among them being Lumley-Gotham, the master of civilization, his wife and two daughters, the Secretary of State, a Bishop, a press representative, a poet, the captain of the aeroplane, and last, but not least, a butler. In such original circumstances, deprived of pomp and glory, without servants, and left entirely to their own resources, we see these people in their true characters. Mr. Sinclair, with inimitable skill, takes his small community through the various stages of civilization—slavery, feudalism, capitalism, and finally the co-operative commonwealth. Originally written as a play, the present story contains the outlines and characteristics of the drama. The action is swift and exciting, the scenes are clearly defined, and the characters very much alive. Altogether an exceedingly fascinating and amusing tale.

Studies in European Literature. By J. LAVRIN. (5s. net. Constable.)

A series of ten short but inspiring essays on some of the most prominent figures in the European literature of the last hundred years. The opening paper "On Romantic Mentality" shows how diverse are the tendencies to which we apply the term "romantic." "We are all romantics in a way, whatever else we may be besides," is the critic's conclusion; and he holds that the important thing is so to discipline this romanticism that it may not be in conflict with life, but may work towards its completion. His criticism throughout is what Arnold would have described as of the centre: he combines wide sympathies with a remarkably quiet and rational outlook. Balzac is praised temperately as having made of the novel "the most important literary vehicle of modern civilization"; Heine for having transmuted "the very lack of greatness" in his life "into great poetry"; Chekhov, because his gentle melancholy is saturated with "that charity which true art shares with true religion." There is no striving after cleverness, yet the essays are full of stimulus.

A First Course in Précis-Writing. By T. W. MOLES. (2s. Murray.)

Short Stories of Yesterday: an Anthology. Selected by F. H. PRITCHARD. (2s. 6d. Harrap.)

Contemporary American Literature: Bibliographies and Study Outlines. By J. M. MANLY and EDITH RICKERT. Introduction and Revision by F. B. MILLETT. (7s. 6d. net. Harrap.)

Browns' Graded Individual Reading Cards: Specially Prepared for Use in Infant Schools. In Five Series. (1s. 8d. each. Brown.)

A Progressive English Course (On the Reform Method). By L. OLIPHANT. Part 2. (2s. 6d. net. Gregg Publishing Co.)

The Northern Saga. By E. E. KELLETT. (7s. 6d. The Hogarth Press.)

The Pacha of Many Tales. Mr. Midshipman Easy. By Captain MARRYAT. (3s. 6d. net each. Dent.)

Sons of the Violet-Crowned: a Tale of Ancient Athens. By Dr. A. S. WAY. (4s. 6d. net. The Sheldon Press.)

Thought in English Prose: a Course for Schools. By J. C. DENT. (2s. 6d. Heinemann.)

Effective English. By J. R. and V. B. HULBERT. (9s. net. University of Chicago Press. Cambridge University Press.)

The Waiting Room. By G. GRANGE. (5s. net. Dent.)

The Swiss Family Robinson. By J. D. WYSS. Edited, with an Introduction and Notes, by Prof. J. H. GROTH. *The Sketch Book.* By W. IRVING. *Wuthering Heights.* By EMILY BRONTË. (5s. net each. New York: Macmillan.)

The Literature of Japan. By Prof. J. I. BRYAN. (2s. 6d. net. Butterworth.)

English Humour. By J. B. PRIESTLEY. (3s. 6d. net. Longmans.)

Politics and Literature. By G. D. H. COLE. (3s. 6d. The Hogarth Press.)

A Second Book of Broadsheets. (7s. 6d. net. Methuen.)

Goldsmith. The Vicar of Wakefield and The Deserted Village. Edited by A. S. COLLINS. (3s. 6d. University Tutorial Press.)

Ability Exercises in English. Book II. For Standards II and III. By A. C. S. ASHMORE and R. T. WILLIAMS. (5d.) Book III. For Standards III and IV. By A. C. S. ASHMORE. (7d.) Book IV. For Standards IV and V. By A. C. S. ASHMORE. (9d. Russell.)

The Last Essays of Elia. By C. LAMB. Edited, with an Introduction, by E. Blunden, and Notes by F. PAGE. (3s. 6d. Oxford University Press.)

English Verse. Chosen and Edited by W. PEACOCK. In five Volumes. Volume II. Campion to the Ballads. (Cloth, 2s. net. Leather, 3s. 6d. net. Oxford University Press.)

The first volume of this anthology of English verse included the verse from the early English lyrics to Shakespeare. This volume, by limiting its field to the hundred years from 1588 onwards, is able to include a much wider selection of each poet's work than is usual in anthologies published at a low price and in small form. The ballad section is large, and side by side with old favourites one finds many less widely known, as well as old songs and carols.

Village Drama Society Plays. (1) *The Ship Comes In: a Comedy in One Act.* (2) *First Aid: a Comedy in One Act.* By F. A. HYDE. (3) *Them Buns: a Minor Tragedy.* By ETHEL ROSKRUGE. (4) *The Matchmakers: a Play in One Act.* By MARION COUNTESS RUSSELL. (5) *A Bit of Laikin: a Comedy in One Act.* By DOROTHY A. ROWLAND. (6) *The Stranger: a Comedy in One Act.* By IDA GANDY. (1s. net each. Deane: The Year Book Press.)

Each of these plays can be unreservedly recommended for amateur performance. The dialogue in (1) and (2), which are in a modified Yorkshire dialect, is vigorous and amusing, and the climax of (2) is as diverting as unexpected. (3) Introduces a quaint old Cornish lullaby. In (5) the matter is good, but the title requires explanation.

Twenty-Two Story Poems. Edited by E. E. REYNOLDS. (2s. Harrap.)

The Critic on the Hearth, and Other Plays and Duologues. By S. C. WOODHOUSE. (1s. 6d. net. Routledge.)

All's Well that Ends Well. (6s. net. Cambridge University Press.)

An Anthology of English Poetry: 16th and 17th Centuries, 1503–1683. By KATHLEEN CAMPBELL. (2s. 6d. net. Butterworth.)

Shakespeare. By J. BAILEY. (3s. 6d. net. Longmans.)

Chaucer's Canterbury Tales. The Pardoner's Tale. Edited, with Introduction and Notes. by A. W. POLLARD and M. M. BARBER. (2s. Macmillan.)

Notes on English Verse Satire. By H. WOLFE. (3s. 6d. The Hogarth Press.)

Little Plays of Saint Benedict. (5s. net. Blackwell.)

The Dried Fount and Other Poems. By J. E. MATTHEWS. (Kent Guardian Printing and Publishing Co.)

The Ariel Poems. 18. *Three Things.* By W. B. YEATS. Drawings by G. SPENCER. 19. *Dark Weeping.* By "AE." Designs by P. NASH. 20. *A Snowdrop.* By W. DE LA MARE. Drawings by CLAUDIA GUERCIO. 21. *Ubi Ecclesia.* By G. K. CHESTERTON. Drawings by DIANA MURPHY. 23. *Animila.* By T. S. ELIOT. Wood Engravings by GERTRUDE HERMES. 24. *Inscription on a Fountain-Head.* By P. QUENNELL. Drawings by A. RUTHERSTON. (1s. net each. Faber & Faber.)

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GEOGRAPHY

Devon. By S. E. WINBOLT. (6s. net. Bell.)

Many of our readers are probably acquainted with the Winbolt's pocket guides to Sussex and Somerset. Here follows a corresponding volume on Devon. The writer of this brief notice happens to be a native, and a lover, of Devon; and he has great pleasure in testifying to the continued high standard of Mr. Winbolt's merits as a guide. He gives just what an intelligent tourist desires to know, both on the descriptive and on the historical sides, and, as befits a book meant for the pocket, there is no padding. The photographic illustrations by Mr. and Mrs. Ward are well chosen and beautifully produced.

(1) *A New Regional Geography of the World.* By Dr. MARION NEWBIGIN. (5s. Christophers.)
(2) *The Living World Geographies.* Book III. Europe and the Mediterranean. By J. T. MULLEY. (Paper, 1s. 3d. Cloth, 1s. 6d. Arnold.)

(1) In most regional geographies the broad divisions of the continents based on climatic zones or outstanding relief features are usually dealt with, but these features are of comparatively little help in giving a true picture of the earth's variety and complexity. The diverse organic responses (whether plant, animal, or man) must also be thoroughly investigated, and it is just here that Dr. Newbigin, who always writes with originality and sound knowledge, supplements the descriptions given in the ordinary text-books. Students who are taking an advanced course of geography in public or secondary schools should certainly add this volume to their list of text-books, as it provides a basis of world geography which is essentially a preparation for a university course of study. (2) Although the geographies in this series are cheaply produced, they contain a large amount of information in a small space. In Part I the structure, climate, and natural regions of Europe are described, while in Parts II and III the countries of Europe are separately dealt with, special attention being given to the Mediterranean lands.

(1) *A Graded Course of Geography.* Book IV.—Fourth Year. Principles of Geography, Asia, Europe, Natural Regions of the World. Part I. Eurasia. By E. S. PRICE. (1s. 6d. G. Philip & Son.)
(2) *New Regional Map Books.* By V. C. SPARY. 1. The Americas. (1s. University of London Press.)
(3) *A Geographical Grammar.* By C. C. CARTER. (3s. 6d. Christophers.)

(1) As in the other books of this useful series, great prominence is given to individual work. The numerous practical exercises are arranged so that the pupil may, by his own efforts, discover and apply geographical principles. Part I of Book IV deals particularly with the continent of Asia and is illustrated with thirty-three maps and diagrams. (2) The Regional Map Book contains many mapping and graphical exercises; in order to work the exercises the pupil must first study a good text-book on America and examine the maps in a good atlas. The course of work provided in the map book will then help him to record his knowledge with precision and to test what he has learnt. (3) In other subjects besides geography, teachers often find that some pupils appear to be quite ignorant of elementary facts due either to inattention or to lack of early training. To cope with this difficulty in geography, Mr. Carter has singled out many essential facts and important place names so that they may be constantly referred to in the course of the geography lesson; they are classified under the following headings: (*a*) world structure and relief; (*b*) the major natural regions; (*c*) environment; (*d*) place name exercises.

(1) *The Place-Names of the English People at Home and Overseas.* By M. J. C. MEIKLEJOHN. (2s. 6d. net. Meiklejohn.)
(2) *The World in Hemispheres.* (On Rollers and Varnished, 17s. 6d. Stanford.)

(1) Although this volume on English Place-Names will appeal patricularly to students of history and geography, it will also provide a cultural study for the general reader. The book explains the formation of English place-names; it also exhibits the chief elements which enter into them and gives examples of their use in England and in parts of Southern Scotland. Part I includes names which belong to Roman, Saxon, Danish, and Norman times, and Part II deals with place-names of the British Empire and some London place-names. (2) "The World in Hemispheres" is a wall map with a diameter of each hemisphere of two feet six inches. The map is therefore convenient in size for lessons in world geography to small classes. The political divisions of the continents are effectively coloured and important names are printed in large type.

An Introduction to the Study of Map Projections. By J. A. STEERS. Second and Revised Edition. (8s. 6d. net. University of London Press.)

Realizing that a geographer is not necessarily a mathematician, the writer of this book has included many graphical constructions in order to help the beginner in the general principles of map projection. The book is intended to be of use to students preparing for university examinations in geography. In the revised edition, a few minor alterations have been made in the text and a short series of trigonometrical tables has been added. The book is well printed, and is illustrated throughout with clearly-drawn diagrams.

(1) *Guiding Exercises in Geography.* By H. MCKAY. Book I. *General Geography, with Special Reference to the British Isles.* Book II. *The British Empire.* Book III. *Europe.* (Ppr. 6d. each. Limp Cloth, 9d. each. Oxford University Press.)
(2) *Individual Exercises in School Geography.* By C. MIDGLEY. Book II. *General Principles of World Geography.* Book III. *The British Isles.* (10d. each. Exeter: Wheaton.)
(3) *A Revision Course in General Geography.* (To Matriculation Standard.) By J. H. BROWN. (2s. 6d. Pitman.)

(1) The exercises in these three books have been very carefully compiled and classified; they cover a wide field of preparation. In working the exercises, printed outline maps should be supplied instead of maps copied by the pupil from an atlas. (2) In these exercise books, sketch maps are printed ready for use; the pupil is instructed to fill in the map and to tabulate the facts asked for in the spaces provided. In this way he will obtain a useful record of his work as the geography course proceeds. (3) A very great deal of subject matter is compressed in the small space of 120 pages in order that the work done in preparation for the School Certificate Examination may be thoroughly revised.

(1) *China: the Land and the People—a Human Geography.* By L. H. D. BUXTON. With a Chapter on the Climate by W. G. KENDREW. (15s. net. Clarendon Press.)
(2) *The Peoples of the World.* Volume I. *The Nations of Europe.* By E. J. G. BRADFORD. (2s. 6d. Harrap.)
(3) *The Homeland.* By E. D. LABORDE. (1s. 9d. Cambridge University Press.)

(1) While holding the Albert Kahn Fellowship, the writer of this book spent a considerable time in research work in China; in this admirable volume he gives a scholarly account of that interesting country with special reference to the human conditions which prevail in it. All the chapters are full of instructive information, but particular mention may be made of those sections dealing with (*a*) agriculture and industries, and their geographical relations; (*b*) the geographical aspects of Chinese culture, and (*c*) the structure and history of the great land formations in China. Very good photographs illustrate the text and each picture is accompanied by an explanatory note. A copy of this book should be placed not only in the geographical library of every school but also in every public library so as to be within reach of readers of all classes. (2) In "The Nations of Europe" (written for pupils between the ages of 11 and 15), the various countries are described with special reference to the activities of the inhabitants. This is the first volume of a series which promises to be a valuable addition to the text-books already in use in schools. (3) "The Homeland" is a delightful book for junior classes. The method employed has been to choose typical parts of England and Wales, and to describe them fully under cover of a story which runs through the chapters. The text is printed in clear type, and the descriptions are well illustrated with pictures.

The Voyage of the "Discovery." By Capt. R. F. SCOTT. New Edition. (7s. 6d. net. Murray.)

It is unnecessary to comment at length on a book which has gone through as many editions as this one. "The Voyage of the Discovery" has now become a classic among the journals of Antarctic exploration and it will without doubt continue to be read in the future as in the past by all who admire a spirit of adventure and an indomitable will to accomplish great deeds.

Modern World Geography. By C. MIDGLEY. Book II. Part I. Central and South America. (2s.) Book III. Part I. Africa, (2s. 6d. Exeter: Wheaton.)
The Ancient Explorers. By Dr. M. CARY and E. H. WARMINGTON. (12s. 6d. net. Methuen.)
Philips' Picture Map of Australia. Designed by MARGARET W. SPILHAUS. (6s. G. Philip & Son.)

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HISTORY

The Austinian Theories of Law and Sovereignty. By Prof. R. A. EASTWOOD and G. W. KEETON. (3s. 6d. Methuen.)

We welcome this admirably lucid and authoritative exposition of the Austinian theory of law and government. That theory has recently been subjected to a good deal of captious criticism mainly on the part of those who for one reason or another are rebels against the sovereignty of the state. Thus Father Figgis attacks it in the interests of autonomous churches, Mr. G. D. H. Cole on behalf of industrial guilds. It is a matter, therefore, of practical as well as of academic importance that Austin's views, which are fundamental to the English system of jurisprudence, should be elucidated and reaffirmed. The authors of this handbook, in the course of their exposition, deal with and effectively dispose of most of the current anti-Austinian theories.

Twelve Portraits of the French Revolution. By H. BÉRAUD. Translated by MADELEINE BOYD. (15s. Richards & Toulmin.)

The twelve portraits here presented include eight sketches of persons prominent in the French Revolution, and four "omnibus" studies of distinctive revolutionary groups, *viz.* women, soldiers, demagogues, and second fiddles. The biographical sketches are written in that picturesque impressionist style which M. Andre Maurois has popularized in France, Mr. Lytton Strachey and Mr. Philip Guedalla in England. A little of that style goes a long way, and those who wish to get the maximum of enjoyment from this very entertaining book would do well to limit their reading to one sketch a day. They should begin with the picture of the unfortunate King, Louis XVI—a picture which undoubtedly should have been made the frontispiece. They should then read in turn M. Béraud's vivid delineations of Mirabeau, Vergniaud, Desmoulins, Marat, Saint-Just, Danton, and Robespierre. Studies of Babeuf, Hébert, and Anacharsis Clootz are surely needed to complete the gallery. Miss Boyd has made a reasonably good translation from the French into the American language. As to the wood-engravings with which the book is illustrated, all we can say is: Happy are those heroes who have escaped the engraver's knife. As to the flaming binding which the English publishers have put on to the imported sheets, we are constrained to exclaim that the plainest paper backs would be preferable.

The Little Entente. By R. MACHRAY. (12s. 6d. net. Allen & Unwin.)

The "Little Entente" is, as is well known, the name given to that defensive alliance of Czechoslovakia, Jugoslavia, and Rumania which was effected by a series of treaties during the year 1920–21. Subsequent treaties have extended the scope of the entente, and have brought Poland within its ambit. It is called "little" in order to distinguish it from the "big" entente of which France and Great Britain are the nucleus. After two preliminary chapters on the Habsburg Empire, Mr. Machray begins his detailed study with an account of the disintegration of that Empire in 1918, and he continues it to the date of the conference held in Prague in May of the present year. Mr. Machray's main narrative is thus limited to the events of ten years. They are, however, years crowded with stirring incident, and fraught with incalculable importance for the future peace of Europe. Mr. Machray writes as a frank admirer of President Masaryk and Dr. Benesh. He, therefore, is a little less than friendly to Austria, Hungary, and Bulgaria. But if not wholly impartial—and what has impartiality to do with the Balkans?—he provides masses of important material on which judgments can be formed, and he expresses opinions based on a knowledge and an insight which compel consideration and respect.

The Story of the British Constitution. By S. R. BRETT. (3s. 6d. Blackie.)

This little volume is very similar in substance to those works which are usually issued under the title of "Civics." Although it starts chronologically with studies of the Anglo-Saxon and Norman constitutions, it then diverges into sectional dissertations on the monarchy, the cabinet, the houses of parliament, and so on. It should be useful in the sixth forms of schools, in adult classes, and to the general reader interested in national affairs. Specially valuable is Mr. Brett's concluding chapter, which treats of the constitution of the Empire.

A New Approach to European History: Students' Guide Sheets. By E. T. SMITH. (4s. net. University of Chicago Press. London: Cambridge University Press.)

This exceedingly condensed and workmanly handbook provides a general background of universal history for students who are specialising on selected periods. It is intended to enable them to place their own particular subject of research in its proper perspective and in its appropriate environment. For this purpose the course of the evolution of civilization is divided into seven stages—which are compared to the tackings of a sailing ship on a voyage of discovery. Each of these seven stages is treated in a five-fold manner: first, a brief sketch of its salient features is given; secondly, a tabular *résumé* of the more notable points is added; thirdly, a list of problems for further consideration is provided; fourthly, a number of special studies are suggested; and, finally, sources of information (mainly American) are indicated. The little book seems admirably fitted to fulfil its function.

The League of Nations Map of the World, with Large-Scale Map of Europe (4-sheet). (Mounted on Cloth, and Varnished, with rollers, or Mounted on Cloth, dissected to fold, 45s. net. Without Map of Europe, 40s. net. Map of Europe only, on paper, folded in cover, 3s. net; mounted on Cloth and folded in case, 6s. net; Mounted on Cloth and varnished, with rollers, 8s. 6d. net. G. Philip & Son.)

Messrs. G. Philip & Sons have produced in conjunction with the League of Nations Union a composite map of the world which will be of the greatest service to students and lecturers concerned with the activities of the League of Nations. Its large size and effective colouring make it serviceable for all but the biggest halls. It includes an outline reference map of the whole world, together with more detailed maps of Europe and the Mandated Territories. Further, it contains four sections conveying useful information regarding the origin of the League, the machinery of its administration, the racial minorities in Europe, and the peoples of the world respectively. As will be seen above, the map can be procured in different sections and in various forms.

London: Its Origin and Early Development. By W. PAGE. (7s. 6d. net. Constable.)

Europe Throughout the Ages. From the End of the Middle Ages to the Present Time. By D. C. SOMERVELL. (6d. net. Routledge.)

England in the Nineteenth Century, 1801–1805. By A. F. FREMANTLE. (16s. net. Allen & Unwin.)

The Cambridge History of India. Volume V. *British India,* 1497–1858. Edited by Prof. H. H. DODWELL. (30s. net. Cambridge University Press.)

Matriculation History of England. Part II: 1485–1688. By H. C. SHEARMAN and H. PLASKITT. (4s. 6d. University Tutorial Press.)

Europe and England, 1789–1914. By P. MEADOWS. (3s. Nelson.)

History of the People of England. By ALICE D. GREENWOOD. Vol. IV. A.D. 1834 to 1910. *The Victorian Age.* (6s. net. The Sheldon Press.)

History of the People of England: The Tudors and Stuarts. By H. L. POWELL. (5s. The Sheldon Press.)

A Social History of England. By G. GUEST. New and Revised Edition. (2s. 6d. Bell.)

Selected Readings in American History. Edited by T. C. PEASE and A. S. ROBERTS. (18s. net. New York: Harcourt, Brace. London: Bell.)

India Under Wellesley. By P. E. ROBERTS. (15s. net. Bell.)

Europe, 1715–1815. By Prof. R. B. MOWAT. (6s. Arnold.)

A History of Modern Times: from 1789 *to the Present Day.* By D. M. KETELBEY. (8s. 6d. net. Harrap.)

The Beginner's History of England. By E. W. MILLER. Revised and Enlarged Edition. (2s. 6d. Harrap.)

Information on the World Court, 1918–1928. By J. W. WHEELER-BENNETT and M. FANSHAWE. (10s. net. Allen & Unwin.)

The Middle Ages. By Prof. E. M. HULME. (20s. net. Allen & Unwin.)

The Reign of Law: a Short and Simple Introduction to the Work of the Permanent Court of International Justice. By KATHLEEN E. INNES. (1s. 6d. The Hogarth Press.)

Nursery Life 300 *Years Ago: The Story of a Dauphin of France,* 1601–10, *taken from the Journal of Dr. Jean Héroard, Physician-in-Charge, and from other Contemporary Sources.* By LUCY CRUMP. (10s. 6d. net. Routledge.)

Spain: a Companion to Spanish Studies. Edited by Prof. E. ALLISON PEERS. (12s. 6d. net. Methuen.)

The Story of Youth. By L. STODDARD. (15s. net. Gollancz.)

British Women in the Twentieth Century. By ELSIE M. LANG. (16s. net. Werner Laurie.)

A Class-Book of Irish History. By J. CARTY. Book 1. From the Earliest Times to the Norman Invasion (1169). (1s. Macmillan.)

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MODERN LANGUAGES

Un Verano en Santander. Written and Edited with Notes and Vocabulary, by N. G. RUIZ. (2s. Longmans.)

La Noche de Vavidad and Callar en Vida y Perdonar en Muerte. By FERNÁN CABALLERO. Edited, with Notes and Vocabulary, by Dr. R. M. MACANDREW. (2s. Longmans.)

Recuerdos de Niñez y de Mocedad. By M. DE UNAMUNO. Selected and Edited, with Notes and Vocabulary, by W. ATKINSON. (2s. Longmans.)

Mariana: Historia de Espana—Selected Readings. Edited, with Notes and Vocabulary, by R. J. CONROY. (2s. Longmans.)

Here are four new issues in the series of Spanish texts published by Messrs. Longmans. "Un Verano en Santander" is a brightly written account of Santander and district. There are many descriptions of Spanish customs and an ample vocabulary. This text should appeal to elementary classes. For the more advanced pupil—the second or third year stage—there are three exceptionally good selections. To have obtained permission to reprint a work of Unanumo was a feat and this charming specimen of a great thinker's style is very welcome in this series. Fernán Caballero is a mirror of Spanish life and customs. Her work preserves the Spain of the past generations in an idealistic manner. The selections from Mariana are well chosen. They are vivid narrations, attractive and full of interest. All these volumes are well prepared, annotated, and provided with vocabularies. Let us see more of them.

French Homonyms and Synonyms: with Paronymes, "Multi-senses," Useful Examination Sentences, Pronunciation Exercises, and Helpful Notes. By M. H. LARMOYER. (5s. net. Pitman.)

Mr. Larmoyer's book is a variant on Deshumbert's "Dictionary of Difficulties in French," Payen-Payne's "French Idioms and Proverbs," and the recent "Les Faux Amis," by Koessler and Derocquigny, itself an enlargement of Veslot and Banchet's "Les Traquenards de la version anglaise." We all need books of this kind, the younger to learn a page a day, the older for reference. It is well printed, but the translations into English, though almost invariably correct, are not always the inevitable ones.

Knock, ou Le Triomphe de la Médecine: Comédie en Trois Actes. By J. ROMAINS. (2s. 6d. Longmans.)

Another addition to Longmans' series of plays that we have noted already more than once. "Knock" had a great success in Paris, although it did not catch on in London. It is Jules Romain's chief claim to fame, and like Molière he mocks at the medical profession in humorous farce. There is a good introduction, and notes.

La Retraite de Moscou: Extraits de "L'Histoire de la Grande Armée pendant l'année 1812," par Général de Ségur, Aide de Camp de Napoléon. Edited by J. C. M. EDWARDS. (1s. 6d. Bell.)

This extract from de Ségur will be useful to a class doing European history as well. There are notes, exercises for reproduction, and word lists. A sound reader for a fourth or fifth form.

Pour Parler Français: a French Book for Beginners. By LOUISE E. THEEDAM. (2s. 6d. Mills & Boon.)

A beginners' book for those who believe in oral work; very well printed.

Active French Readers. By G. M. BENNETT and Prof. E. PEYRE. Book I. (Limp Cloth. 1s. 6d. Cloth Boards. 1s. 9d. University of London Press.)

These readers are meant to accompany Dr. Hedgcock's "Active French Course," which we have already noticed. There will be two more of increasing difficulty, and it may be said that this is one of the best "courses" that exist, and an improvement on the earlier examples.

Zwei Tiroler Novellen. (1) *Der blinde Geronimo und sein Bruder.* (2) *Die Weissagung.* By A. SCHNITZLER. Edited, with Questions, Notes, Exercises and Reproductions, by A. S. MACPHERSON. (3s. Bell.)

Two short stories from Arthur Schnitzler which would make good reading for a certificate class. This is an attempt to make the reform method really literary and not merely an avenue for childish chatter.

A Progressive Italian Reader: Anecdotes and Easy Passages in Prose and Verse from Representative Italian Authors. Progressively arranged and Edited for Elementary and Intermediate Students. By MARGHERITA BORGATTI. (3s. net. Hirschfeld.)

Easy extracts with a vocabulary for those who have a knowledge of the elementary grammar.

Easy Lessons in French. By J. I. LOCKYEAR and R. H. C. YORKE. Revised First Edition. (Cloth, 2s. 6d. Paper, 2s. University Tutorial Press.)

A revised edition of a book we have already noticed. Devices that appeal to the eye have been plentifully used and the beginner will find all he needs in it.

L'Epopee de Roland et de Charlemagne. By Dr. W. G. HARTOG. (2s. Longmans.)

French Verse and Song for Children. Selected by L. R. GLEED and J. BASWITZ. (1s. Harrap.)

Juan Martin el Empecinado. By B. P. GALDÓS. Edited, with Introduction, Notes, and Vocabulary, by P. P. ROGERS. (7s. 6d. net. California: Stanford University Press. London: Oxford University Press.) S

The matter of the "Episodios nacionales" is one that is bound to be attractive to the reader of Spanish who delights in stories of action, well told. Here we have the narrative of one of the most illustrious of Spanish guerilla chiefs who was characterized by a high sense of principle and by an honesty and patriotism remarkable and rare in a man of his position. He is one of the great figures of Spain, his greatness being emphasized by the black ingratitude of his worthless master, Ferdinand. This edition is well prepared, even too well prepared. Those who can read or study this book do not need a vocabulary which includes words such as "a, abajo, puro, poema, muy, estar, corona, absoluto, absurdo"—to choose only at random. The price is high.

Les Provinces de la France: an Anthology of the French Regionalist Writers. Edited by J. R. E. HOWARD. (2s. 6d. Harrap.)

Histoire d'un Petit Homme. By MARIE ROBERT HALT. Edited by Dr. W. G. HARTOG. Authorized Edition. (2s. 3d. Harrap.)

Le Roi des Montagnes. By E. ABOUT. Abridged and Edited by R. H. PARDOE. (2s. Nelson.)

Three Plays: Fantasio—On ne badine pas avec l'Amour—Carmosine. By A. DE MUSSET. Edited by Dr. CLAUDINE I. WILSON. (2s. Nelson.)

A Pronunciation Dictionary of the French Language Based upon Gasc's Concise Dictionary. Compiled by HELENE COUSTENOBLE and M. CEPPI. (2s. Bell.)

Honoré de Balzac. Grandeur et Decadence de César Birotteau. Abridged and Edited, with Introduction, Notes, and Vocabulary, by Dr. F. W. M. DRAPER. (1s. Blackie.)

Bérénice: Tragédie par Racine. Edited by W. S. MAGUINNESS. (3s. 6d. net. Manchester University Press.)

A First French Reader. By Dr. W. M. MURRAY and E. CASATI. (2s. 6d. Rivingtons.)

Lisons et Parlons! Cours de Deuxième Année. By C. H. LEATHER and R. TALLARD. (3s. Black.)

Advanced German Composition. By J. BITHELL. (5s. Methuen.)

A. E. Brehm. Auf Forscherfahrt. i. Bei den Pilikanen im Roten Meer. ii. Der Lebensroman der Eidervögel. Edited, with Questions, Notes, Exercises, and Reproductions, by G. F. FRANKLIN. (1s. 6d. Bell.)

Dutch-English Commercial Correspondence: Containing Model Phrases, Letters, Circulars, and Business Documents, Commercial Terms and Abbreviations; Tables of Money, Weights, and Measures. By J. BITHELL and J. KOOISTRA. (Cloth 3s. net. Wrapper, 2s. net. Marlborough.)

Nouveaux Contes de la France Contemporaine: Fifteen Stories of French Life, War, and Adventure. Chosen and Annotated by Dr. W. M. DANIELS. (2s. 6d. Harrap.)

German Idiom List: Selected on the Basis of Frequency and Range of Occurrence. Compiled by Prof. E. F. HAUCH. (2s. 6d. net. New York: Macmillan.)

Anthologie de la Poésie Française: Les Modernes. By M. MCLAREN. Notices Biographiques de G. de SERMOISE. (6s. Hachette.)

Scénes et Visions du Pays de France: Le Vocabulaire Concret par les Textes. Extracts Chosen and Annotated by D. L. FAURE and E. I. CASATI. (3s. Hachette.)

Extracts from French Classical Literature. Selected by N. S. WILSON. (3s. Hachette.)

Historical Introduction to French Phonetics. By A. L. JAMES. (7s. 6d. net. University of London Press.)

Deutsches Literatur-Lesebuch. By O. S. FLEISSNER and E. MENTZ-FLEISSNER. (3s. Harrap.)

Essentials of Italian Grammar. By Prof. J. L. BATTISTA. (5s. 6d. net. Cambridge: Harvard University Press.)

The Brighter French Word Book. By H. T. R. (5s. net. Bles.)

A Modern French Course for Beginners. By A. C. CLARK. (2s. 6d. net. Hirschfield.)

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MUSIC

Children's Percussion Bands. By L. E. DE RUSETTE. (3s. 6d. net. Kegan Paul.)

If there is one thing needed more than another in these days of universal musical education, it is that teachers of music should get down to bed-rock bottom and that those who deal with the infant mind should be content if they can lay a good foundation on which a perfectly solid superstructure can be built. Alas! it is not so. There are too many young music teachers who are unmethodical and incapable, in spite of their qualifications, of guiding the young idea along the paths of progress. A few earnest spirits are working hard to improve matters, and among them we must number Mlle Louie E. de Rusette, whose book must surely be a great help to those teachers who have not thought things out for themselves. This book reads more as a " method " than a textbook, but Mlle. de Rusette's experiences must have been happy ones, and teachers in schools who wish to introduce this important element in musical training cannot do better than follow her lead. Her methods are so thorough that we think we shall hear more of her in the future. At any rate, we hope so.

A Book of Songs : Compiled for the Entertainment and Delight of English Men and Women Everywhere, but Especially for those at Home and in Canada. By E. MACMILLAN. (7s. 6d. net. Dent.)

Ernest Macmillan has done yeoman service to the cause of music in issuing this book. It is, as he says, a book of songs compiled for the entertainment of English men and women everywhere, but especially those at home and in Canada. What jolly songs they are! In fact, a collection of all the best. This volume will do much to knit Canada to the Mother Country, for our sentiments and aspirations are the same, and the art of song may yet bring us closer and closer together.

Music for All. By C. WINN. (6d. net. Routledge.)

The People's Music Library. No. 1. Containing 14 Classical Pianoforte Solos (Medium Difficulty). No. 2. Containing 20 Standard Songs, with Words and Music which can be Played as Pianoforte Solos. No. 3. Containing 12 Easy Original Classical Pieces for the Piano. Nos. 4 and 5. Each containing 7 Original Classical Pieces for Pianoforte (Medium Difficulty) for No. 5. No. 6. Containing 10 Classical Songs for Medium Voice. No. 7. Selection for Pianoforte from Bizet's Opera *Carmen.* No. 8. Containing 8 Classical Pieces for Pianoforte (Medium Difficulty). No. 9. Containing 19 Standard Songs with Words and Music which can be Played as Pianoforte Solos. No. 10. Selection for Pianoforte from Wagner's Opera *The Mastersingers.* No. 11. Selection for Pianoforte from Gounod's Opera *Faust.* No. 12. Containing 10 Classical Pieces for Pianoforte Solo (Medium Difficulty). (6d. each. The People's Music Library.)

In looking through this edition, one is impressed with the clear printing, the good paper, and the accuracy of the text. It is well worth the money.

The Mechanics of Singing. By E. T. EVETTS and R. A. WORTHINGTON. (6s. net. Dent.)

Are the authors of this book right, and every one else wrong? That is the claim made in the preface, which thus starts: " The writers of this book are respectively a teacher of singing and a laryngologist. Meeting by chance, they found themselves in agreement that the tradition of voice production and the modern methods of teaching singing are wrong." Is Charles Lunn, whose " Philosophy of Voice " was issued in 1900, already out of date? What becomes of the teachings of Garcia, Randegger, Visetti, Madame Hutchinson, to mention only a few who have trained really successful singers in the last twenty years or so? One would like to ask, whose are the successful pupils of this new school? It would appear that the problem of " The Registers " is the one that the authors have set themselves out to solve. Concerning these, there are as many opinions as there are people, but any honest endeavour to throw light on a difficult subject is welcome, and to many who are dissatisfied with present-day methods of teaching singing, this book will provide much food for thought.

Nelson's Music Practice. Senior Pupil's Book. (1s. 8d. Nelson.)

I Sing Them Myself : a First Song Book, with a Sol-fa Supplement. By SYBIL FOUNTAIN and RUBY HOLLAND. (2s. 6d. Nelson.)

Maesaleg. Words by D. AP GWILYM. English Words by W. IFAN. Set to Music by D. EVANS for Tenor Voice. (1s. 6d. Oxford University Press. University of Wales Press Board.)

New Song Book (Llyfr Canu Newydd) for Schools and for General Use. Part I. Melody Edition (with Companion Melodies). (6d. net. Score, 3s. 6d. Oxford University Press. University of Wales Press Board.)

The Golden Treasury of Recorded Music on " His Master's Voice " : Records dealing with Orchestral Music, with Notes and Musical Illustrations. Vol. II. Wagner. Edited and Compiled by A. ROBERTSON. (1s. The Gramophone Co.)

The Listener's History of Music : a Book for any Concert-goer, Pianolist or Gramophonist, Providing also a Course of Study for Adult Classes in the Appreciation of Music. By P. A. SCHOLES. With Incidental Notes by Sir W. H. HADOW. Sir R. R. TERRY, Dr. E. WALKER, and E. EVANS. In Three Volumes. Vol. II. The Romantic and Nationalist Schools of the Nineteenth Century. Vol. III. To the Composers of To-day. (6s. net each. Oxford University Press.)

Peach Blossom : a Children's Operetta. Written by LILIAN F. RAMSEY. Music by B. M. RAMSEY. (3s. Curwen.)

The Lady of Shalott : Set to Music for Mezzo-Soprano Solo and Soprano and Contralto Chorus. Poem by TENNYSON. Music by A. GIBBS. (2s. Curwen.)

Drill Music : 19 Marches, 3 Waltzes, and 3 Minuets, all available for Ordinary Drill Purposes. Selected and Arranged by M. JACOBSEN. (2s. 6d. net. Curwen.)

Monday's Child : a Dance Cycle for Children. Music by J. GREENWOOD. Dances Arranged by MARGARET GREENWOOD. (2s. Curwen.)

The China Plate : Action Song. Words by B. M. NOBLE. Music by E. MOY. (2s. Curwen.)

At Dawn : Two-Part Song for Equal Voices, with Piano Accompaniment. Poem by ROSE FYLEMAN. Music by P. EDMONDS. (4d. Curwen.)

The Roundabout Song Book. Part I .For Juniors. (2s. 6d. Nelson.)

CONFERENCE OF EDUCATIONAL ASSOCIATIONS.—The eighteenth annual conference will be held at University College, London, from Wednesday, January 1, to Tuesday, January 7, inclusive. The President of this conference is Prof. Winifred Cullis, O.B.E., who will deliver the presidential address at 3 p.m. on the opening day. Prof. Cullis is the first woman president of the conferences. The usual joint meeting of members of all the affiliated associations will be held on Monday, January 6, at 5 p.m., when " History as a training for Citizenship " will be considered. Amongst the speakers will be Miss E. C. Lodge (Principal of Westfield College, University of London), and Prof. A. F. Pollard (University College and Institute of Historical Research). The usual exhibitions of school books and of school handwork and equipment are being organized.

* * *

PROBLEMS OF ADOLESCENT EDUCATION.—Prof. G. H. Turnbull, professor of education in the University of Sheffield, has an article in the October issue of the *Hibbert Journal* on " The Linking of Education and Industry." Prof. Turnbull deals with the recent decision of the government to raise the school-leaving age to 15 years. He thinks that the difficult problem of discovering the children's abilities, on which depends the direction in which their post-primary education lies, has not been thoroughly studied, and also that the types of post-primary education proposed are not really distinct. Sufficient attention has not been given to the contributions of modern psychological research to the determination of abilities. Admitting that psychological tests for educational selection are not yet on a firm basis, it is suggested that the interests of a child at 11 years should decide his future education. Both methods of selection involve a reconsideration of the whole curriculum to give adequate facilities for development. Having decided the future vocations of pupils, there is still the question of " continued education." For this Prof. Turnbull urges the closer co-operation of industry and educational authorities and expresses the opinion that the continuation schools as a source of technical instruction, and as a socializing influence, have not yet been given a thorough trial.

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PHILOSOPHY AND PSYCHOLOGY

Man and Civilization : An Inquiry into the Bases of Contemporary Life. By JOHN STORCK. Third Revised Edition. (15s. net. Constable.)

The reviewer was once present at an American summer school, at which a professor was told off to give a course on "Contemporary Culture." The underlying idea seemed to be that freshmen come to college faced by a bewildering array of elective courses, amid which they need to take their bearings before deciding, and that this "omnibus" course would help them to decide rationally. Prof. Storck's book is based upon a presumably similar freshman course at Columbia University. Like John Wesley, he takes the world for his parish. The book is a joyous mixture of biology, sociology, psychology, anthropology, history, æsthetics, science, religion—and (almost literally) what not? The list of references constitute a sort of encyclopædia of all that relates to Man. The man who gives such a course and writes such a book needs to be a model of versatility, and we think Prof. Storck answers to the description. The book represents the antithesis of narrow specialism. It is exceedingly well done, but whether this kind of course can confer upon a callow student anything more than a superficial show of knowledge, we are in doubt. But it has its interest for a person who has lived long, and likes to fill up the gaps in his knowledge.

The World, the Flesh, and the Devil : an Enquiry into the Future of the Three Enemies of the Rational Soul. By J. D. BERNAL. (2s. 6d. net. Kegan Paul.)

This latest volume of the "To-day and To-morrow" series contains further prophecies of the future, when man controls more adequately than at present the world, his own body, and his desires and fears. On the whole the outlook is dismal; the only thrilling prospect is of the space-vessel by means of which man may some day leave the earth and roam through the sidereal universe.

Man and the Universe. By H. DRIESCH. Translated by W. H. JOHNSTON. (6s. net. Allen & Unwin.)

An Introduction to Philosophy. By L. RUSSELL. (2s. Longmans.)

A Manual of Ethics. By Prof. J. S. MACKENZIE. Sixth Edition. (9s. 6d. University Tutorial Press.)

A Preface to Morals. By W. LIPPMANN. (10s. net. Allen & Unwin.)

An Introduction to Individual Psychology : a Practical Study of the Nature and Sources of Mental Energy. By ALICE RAVEN. (3s. 6d. net. Heffer.)

"An Introduction to Individual Psychology" might be renamed "An Introduction to the Structure of Mind," as it is seen by a psycho-analyst. It is a very clear and readable account. The treatment of instincts makes an excellent summary for McDougall's chapters in his "An Outline of Psychology." Taking this for her foundation, Miss Raven has used great skill in showing how character is built up and how the treatment of the child's instinctive reactions influences his later development. The constant reference to Greek classic stories with the assertion that they symbolize the facts of experience as they are interpreted by psycho-analysts will appear rather daring to the cautious and detached reader. It may be so, of course. But, like all great stories, they symbolize so much that many schools of thought can claim them as their own. We believe it is quite easy to prove Shakespeare was a Radical, a Conservative, a Victorian lady, and a modern minx.

The Art of Interrogation : Studies in the Principles of Mental Tests and Examinations. By E. R. HAMILTON. (7s. 6d. net. Kegan Paul.)

The older books on education used in our training colleges always included a chapter on oral questioning, and the later ones discussed the problem of written examinations, which before the opening of the twentieth century had become a highly controversial subject. More recently, mental tests have come upon the scene in great variety, and some of our prophets go so far as to foretell the triumph of the test, and the downfall of the examination of "the essay type." Mr. Hamilton, who conceives "the art of interrogation" in the broadest sense has evidently mastered his theme, both on its historical and on its psychological side. American and English writers have produced an abundance of books which almost take for granted the all-sufficiency of mental tests. A book which should subject both the old and the new examination to impartial scrutiny was needed, and Mr. Hamilton has supplied the need with admirable candour and thoroughness. Throughout the book there is no trace of abstrusiveness or pedantry.

The Growth of Reason : A Study of the Rôle of Verbal Activity in the Growth of the Structure of the Human Mind. By FRANK LORIMER. (10s. 6d. net. Kegan Paul.)

The relation of thought to language is one of the oldest of psychological problems. Some psychologists, even recent ones, almost neglect the part played by language in the growth of the mental life; whilst at the other extreme we find John B. Watson, the apostle of behaviourism, proposing that the term "laryngeal behaviour" be substituted for the term "thinking" in psychological discussions. Some one has said that there are not six ideas extant which are not to be found in Plato. Anyhow, Plato probably supplied the real clue once for all when in the "Theaetetus" he makes Socrates say that all thinking is sub-vocal conversation. So much we may concede to the redoubtable Watson. The general intention of the present study is indicated in the sub-title. It is a study of the *rôle* of verbal activity in the growth and the structure of the human mind. The author believes, with Aristotle, that if you want a clear view of anything, whether political or psychological or what not, your best plan is to study it from its earliest beginnings. In this belief he has traced in considerable detail the part played by words in the mental life of the growing child, and the function of words in thought. His central thesis, which is well maintained, is that "the processes and organization of communication are continuous with other physiological and social processes, and the evolving structure of intellectual activity (including the *forms* discovered by logical analysis) is a function of the total growth of life prior to and including the growth of verbal activity." It is well that a fresh and independent attack should have been made upon the problem of thought and language, and the author of this book has carried out his purpose very ably. One criticism we may offer. We wish the author would read his own book again, say six months hence, and deal drastically with some of the involved and obscure sentences. He would increase the value of his book.

The Trauma of Birth. By O. RANK. (10s. 6d. net. Kegan Paul.)

The Case of Miss R. : The Interpretation of a Life Story. By A. ADLER. Translated by ELEANORE and Dr. F. JENSEN. (12s. 6d. net. Allen & Unwin.)

We place these two books side by side because they illustrate so well what seems to us the obvious truth that psychology is still so full of speculation or at any rate of unproved hypotheses, that it must be regarded as still struggling for a place among the sciences. Otto Rank, one of Freud's disciples, goes one better than his master by laying heavy stress upon the "birth trauma," the shock undergone by the infant on emerging from his cosy uterine quarters, and embarking upon a separate existence. The consequences of the birth trauma, which have carried conviction to this writer's mind, are set forth in English in the latest addition to the International Library of Psychology. Alfred Adler, in "The Case of Miss R.," which consists of part of a life story, with a psychologist's comments, takes occasion to dissent entirely from the notion that the anxiety neurosis springs from the original anxiety accompanying the act of birth. He works out his thesis that Miss R.'s "anxiety" was a first-rate means by which to rule others. In summoning others to help her overcome her anxiety she employs them in her constant mania to dominate. The author goes somewhat out of his way at times to make interesting remarks about play, imitation, the collecting impulse, dreams, and other matters. We believe these books to represent a doctor's rather than a teacher's psychology, although no doubt it would be wrong to attempt to draw a hard and fast line between the two.

Sex in Civilization. Edited by V. F. CALVERTON and S. D. SCHMALHAUSEN. (20s. net. Allen & Unwin.)

Personality Adjustments of School Children. By Dr. CAROLINE B. ZACHRY. (7s. 6d. net. Scribner.)

Conflicting Psychologies of Learning. By Prof. B. H. BODE. (7s. 6d. net. Heath.)

Anfänge der Reifezeit : ein Knabentagebuch in Psychologischer Bearbeitung. By Prof. Dr. W. STERN. Second Edition. (In Leinenband, Mk. 3.60. Geheftet, Mk. 2.80. Leipzig: Quelle und Meyer.)

The History of Psychology. By Prof. W. B. PILLSBURY. (15s. net. Allen & Unwin.)

Les Cliniques Psychologiques pour l'Enfance aux Etats-Unis et l'Oeuvre du Dr. Healy. By Dr. H. H. ANDERSON. (Frs. 5.50. Neuchatel and Paris: Delachaux and Niestlé.)

Instinct and Intuition : a Study in Mental Duality. By G. B. DIBBLEE. (25s. net. Faber & Faber.)

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SCIENCE

Practical Chemistry for Senior Forms. By A. PICKLES. (4s. 6d. Bell.)

This is a book for which teachers in charge of higher certificate chemistry have long waited. Excluding qualitative analysis, it gives a wide and intelligent choice of thoroughly tested experiments in remaining branches of practical chemistry, and the author has plainly experienced the difficulties of young students. The instructions, while rightly not fool-proof, are sufficiently full to render frequent application to the teacher unnecessary. We were particularly pleased to see that Mr. Pickles had devoted a section to gas analysis, a subject far too commonly neglected in the school laboratory.

The Rhythms of Life and Other Essays in Science. By Dr. D. F. FRASER-HARRIS. (5s. net. Routledge.)

There are here brought together eighteen very readable articles, many of which have already been published separately in magazines or journals. They are mostly biological, and deal with a wide range of topics; but do not require any special biological knowledge for their comprehension and enjoyment.

Wayside and Woodland Blossoms: A Pocket Guide to British Wild Flowers for the Country Rambler. (Third Series.) With clear Descriptions of 153 Species, including all the British Orchids. (7s. 6d. net. Warne.)

This volume completes a series which has justly attracted much attention and interest. Its chief features are a complete record of all the wild orchids indigenous to the British Isles, and an account of some of the rarer as well as some of the more common wild flowers not included in the first two volumes of the series. Mr. Step has included an interesting article on "What are Orchids?" The series of "Wayside and Woodland Blossoms" is too well known to teachers to need extended notice here, and we content ourselves with an expression of pleasure that the author has brought his project to so happy a conclusion.

Test Examinations in Botany. Arranged by M. A. JOHNSTONE. (1s. 3d. Methuen.)

These questions will be found useful for those who are about to offer botany in matriculation and other examinations of similar standard. They are well chosen and conveniently classified, and cover the ground prescribed by the syllabuses of the several universities.

Biology by Discovery. By ETHEL GREEN and ETHEL A. POTTER. (5s. Dent.)

The aim here is to bridge the gap between nature study and the formal courses of botany and zoology. In this the authors succeed. The title, however, of the book is rather misleading; for the first two-thirds, apart from numerous assignments, is as straightforwardly didactic as the ordinary text book. It is only in the last third, which is chiefly botanical, that the heuristic method prevails. This criticism is not meant adversely, for the book is well suited to pupils who are too old for mere observational nature study, but not yet sufficiently developed for a systematic course of biology.

A School Chemistry. By A. BROOKS. (4s. 6d. University of London Press.)

A sound little book, unpretentious but thorough, on the usual lines. It is noticeably free from typographical and other errors—an important point in a school textbook—but Mr. Brooks should note that Black's christian name was Joseph, not William (p. 238); while Jean Rey (p. 102) did not himself conduct the celebrated experiments on calcination: they were carried out by the Sieur Brun. And surely Madame Lavoisier's maiden name was not "Anne Pirette" (p. 107) but Marie Anne Pierrette Paulze. However, these are minor blemishes, which Mr. Brooks will be able to correct before long in the second edition.

An Introduction to the Chemistry of Plant Products. Vol. 2. *Metabolic Processes.* By Dr. P. HAAS and Prof. T. G. HILL. Second Edition. (10s. 6d. net. Longmans.)

The second edition of this well-known book has been revised in order to bring it completely up to date. The student will find it a readable and authoritative exposition of the subject, containing full references to authorities. The section on the photo-synthesis of carbohydrates is a masterly discussion, and the book as a whole is worthy of the highest praise.

Men Who Found Out: Stories of Great Scientific Discoveries. By AMABEL WILLIAMS-ELLIS. (5s. net. Howe.)

The brief biographies of scientists included in this book are based on talks broadcast to schools; they are intended for boys and girls from about nine to fourteen. The lives and work of Galileo, Harvey, Leeuwenhoek, Faraday, Darwin, Pasteur, Lister, and Madame Curie are described in simple and interesting language. The book would make a good reader for junior forms; the publishers might well bring out a cheaper edition for this purpose.

Intermediate Heat. By Dr. R. A. HOUSTOUN. (3s. 6d. Longmans.)

In this comparatively short volume of 112 pages, the author has succeeded in presenting the fundamental principles of heat in a clear and attractive manner. It is intended for students preparing for the intermediate examinations of universities, and, although the preface suggests that, if certain portions are omitted, it may be used for higher certificate examinations, we doubt whether the candidates can be advised to omit any considerable portions. It is evident, from references to Young's Modulus, the kinetic energy of a moving mass, &c., that readers are supposed to have a previous knowledge of the element of dynamics. We notice, with some degree of regret, the expressions "boiling point" and "freezing point" of a thermometer (page 6); and this is in contrast with the more acceptable terms "higher and lower fixed points," which appear in earlier paragraphs.

Discoveries in Chemistry. By Dr. C. R. GIBSON. (1s. 3d. Blackie.)

Dr. C. R. Gibson is a prolific writer of popular books on science The present little volumes form part of a series entitled, "Rambles in Science"; they are well produced and the matter is attractively presented. Dr. Gibson's style is easy, though some of his mannerisms—as the constant reiteration of "you may have heard"—are irritating, and his use of such terms as carbonic acid gas, black manganese and chlorate of potash seems a needless archaism.

Chemistry in the Home. By Dr. J. B. FIRTH. (5s. net. Constable.)

A timely book, explaining in simple language—for the most part non-technical—the elementary chemistry of domestic substances and materials. Water, fuels, lighting, food and beverages are among the subjects dealt with, and the author has succeeded in conveying a great deal of useful information about each of them. The book may be commended particularly to the notice of women science teachers, many of whom will find it admirably adapted to their needs.

Short Stories in Science. By J. G. CROWTHER. (5s. net. Routledge.)

Mr. J. G. Crowther, scientific correspondent of the *Manchester Guardian*, is already well known to the educated public by his excellent little book, "Science for You." In the present volume, he continues his series of popular articles on scientific subjects, and both his selection of material and method of treatment show a distinct advance even upon their former high level. Frozen meat, ball-lightning, liquid stars, the Raman effect, the fixation of atmosphere nitrogen, and a couple of dozen other topics are discussed and explained with a lucidity and apparent ease that excite our envious appreciation. Certainly this is a book for every school library.

The Bounteous Elements: a Book of Nature Craft. By J. D. HAYNES. (2s. 6d. net. Gardner & Darton).

A little book of nature craft, likely to appeal to boy-scouts and girl-guides and others who know and love the country-side. It would make a good present for a child of twelve or so, who will find in it much to interest him. The illustrations are somewhat crude but they serve their purpose effectively.

Science in the Home. By W. B. LITTLE. (2s. 6d. Pitman.)

Properties of Food: a Practical Text-Book for Teachers of Domestic Science. By W. M. CLIFFORD and Prof. V. H. MOTTRAM. (2s. 6d. University of London Press.)

The Future of the Earth. By Dr. H. JEFFREYS. (2s. 6d. net. Kegan Paul.)

At Home Among the Atoms: a First Book of Congenial Chemistry. By Prof. J. KENDALL. (7s. 6d. net. Bell.)

Intermediate Practical Chemistry. By Dr. E. S. HEDGES. (5s. Arnold.)

About Coal and Oil. Discoveries in Chemistry. By Dr. C. R. GIBSON. (1s. 3d. each. Blackie.)

Chemistry in the Home. By Dr. J. B. FIRTH. (5s. net. Constable.)
Short Stories in Science. By J. G. CROWTHER. (5s. net. Routledge.)
The Bounteous Elements: a Book of Nature Craft. By J. D. HAYNES. (2s. 6d. net. Gardner & Darton.)

Deposition of the Sedimentary Rocks. By Prof. J. E. MARR. (7s. 6d. net. Cambridge University Press.)

Our Restless Earth: an Introduction to the History of the Rocks. By Prof. H. L. HAWKINS. (6d. net. Routledge.)

The Growth of the World and of its Inhabitants. By Prof. H. H. SWINNERTON. (5s. net. Constable.)

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Modern Science : a General Introduction. By Prof. J. A. THOMSON. (6s. net. Methuen.)

Creatures of the Frozen North. Creatures of the Night. By JUNE MORTON. (1s. 6d. net each. Black.)

The Universe Around Us. By Sir J. JEANS. (12s. 6d. net. Cambridge University Press.)

Greek Medicine : Being Extracts Illustrative of Medical Writers from Hippocrates to Galen. Translated and Annotated by Dr. A. J. BROCK. (5s. net. Dent.)

Physics. By W. J. R. CALVERT. Part II. Sound. Part III. Light. (3s. each. Murray.)

Enid Blyton's Nature Lessons. (3s. 6d. net. Evans.)

Two Thousand Years of Science : The Wonders of Nature and their Discoveries. By Prof. R. J. HARVEY-GIBSON. (12s. 6d. net. Black.)

Intermediate Dynamics and Properties of Matter. By Dr. R. A. HOUSTON. (3s. 6d. Longmans.)

Steam and Other Engines. By J. DUNCAN. Revised and Enlarged Edition. (6s. Macmillan.)

The Sterilization of the Unfit. By W. M. GALLICHAN. (7s. 6d. net. Laurie.)

A System of Chemical Arithmetic. By F. C. LAY. (1s. Harrap.)

English Wild Life. By E. PARKER. (3s. 6d. net. Longmans.)

A Simplified Presentation of Einstein's Unified Field Equations. By Prof. T. LEVI-CIVITA. Authorized Translation by Dr. J. DOUGALL. (2s. net. Blackie.)

A School Certificate Chemistry. By G. H. J. ADLAM. (4s. 6d. net. Murray.)

The Hygiene of the School : Based on the Author's "School Hygiene." By Dr. R. A. LYSTER. (5s. 6d. University Tutorial Press.)

School Laboratory Management. By A. SUTCLIFFE. (4s. 6d. Murray).

OTHER PUBLICATIONS

Winter Sport in Europe. By B. WILLIAMS. (7s. 6d. net. Bell.)

Pitman's Civil Service Guide : How to Enter His Majesty's Civil Service—a Popular Description of the Ordinary Government Appointments, with the Regulations, Age Limits, and Previous Examination Papers. By A. J. L. JONES. Third Edition. (2s. 6d. net. Pitman.)

Modern School Buildings, Elementary and Secondary : a Handbook on the Planning, Arrangement, and Fitting of Day and Boarding Schools, Having Special Regard to the Question of Cost, Hygiene, and Educational Requirements. By Sir F. CLAY. Third Edition, Entirely Rewritten. (25s. net. Batsford.)

Board of Education. *Educational Pamphlets, No. 76. Report on the Teaching of Spanish in Evening and Part-time Day Courses. School Year* 1928–29. (6d. net. H.M.S.O.)

Fifty-Sixth Annual Report by the Accountant in Edinburgh to the Scottish Education Department. Accounts for the Year 1927–28. (6d. net. H.M.S.O.)

Northumberland and Durham Classical Association. *A Second Record of Classical Activities, being Vignettes of Meetings during Seven Years from October,* 1922, *to July,* 1929. By B. ANDERTON. (Public Library, Newcastle-upon-Tyne.)

University of London, University College. *Department of Phonetics.* Session, 1929–30. *Evening School of Geography.* Session, 1929–30.

London County Council. *Lectures and Classes for Teachers. Handbook for the Session* 1929–30.

University of Cambridge. *Local Examinations Syndicate. Higher School Certificate Examination.* July, 1929. *Class List (Not Including the Candidates from Overseas Centres).*

University of Cambridge. *Local Examinations Syndicate. Higher School Certificate and Certificate of Proficiency Examination Papers, July,* 1929. With Lists of Syndics and Examiners. (3s. Cambridge University Press.)

East London College (University of London). Calendar. Session 1929–1930. (1s.)

University of Cambridge. *Local Examinations (School Certificate and Junior Local). Examination Papers, July,* 1929. *With Lists of Syndics and Examiners.* (3s. Cambridge University Press.)

Ministry of Labour. National Advisory Council for Juvenile Employment (England and Wales). *First Report.* (4d. net. H.M.S.O.)

The Student's Handbook to the University and Colleges of Cambridge. Twenty-eighth Edition, Revised to June 30, 1929. (7s. 6d. net. Cambridge University Press.)

Glamorgan Education Committee. *South Wales and Monmouthshire School of Mines, Treforest. Calendar.* Session, 1929–30.

The London School of Economics and Political Science. *Summary Programme.* Session 1929–1930. (6d.)

The Electrical Association for Women. *What Women Think About Electrical Development in Great Britain, U.S.A., Holland, and Germany : Being Report of Proceedings of the Fourth Annual Conference held at the North-East Coast Exhibition, Newcastle-on-Tyne, July* 10–12, 1929. (1s.)

Annual Conference of the Universities of Great Britain and Ireland, 1929. *Report of Proceedings.* (1s. Universities Bureau of the British Empire.)

Board of Education. *Educational Pamphlets, No. 77. Position of German in Grant-Aided Secondary Schools in England.* (3d. net. H.M.S.O.)

Syllabus of Half-Hour Talks to Children. 11th Series, 1929–1930. (Bristol Public Libraries.)

The Carnegie Foundation for the Advancement of Teaching. Twenty-third Annual Report of the President and of the Treasurer, 1928.

Birkbeck College (University of London). *Lord Haldane's Life and the Adult Education Movement : Being the First Annual Haldane Memorial Lecture delivered by the Rt. Hon. Lord Justice Sankey. May* 14, 1929.

Birkbeck College (University of London). *The Calendar for the Year* 1929–30.

University of London, University College. *Evening and Post-graduate School of History.* Session 1929–1930.

University of London. *University Extension and Tutorial Classes Council. University Extension Lecture Courses and University Tutorial Classes.* Session, 1929–30.

Board of Education. *Education Pamphlets, No. 75 (Industry Series, No. 8). Design and the Cotton Industry : Being a Report by H. M. Inspectors on Existing Conditions in the Industry and the Schools, together with a Memorandum Containing the Recommendations of the Joint Standing Committee (Industry and Education) of the British Cotton Industry Research Association.* (6d. net. H.M.S.O.)

Sheffield Education Committee. *Lectures Worth Hearing and Books Worth Reading, together with a List giving full Particulars of the Archaeological, Art, Dramatic, Literary, Musical, Operatic, and Scientific Associations and Societies of Sheffield, with Notes on the Sheffield Public Libraries,* 1929–30.

Annual Report for the Year Ended March 31st, 1929, *of the Executive Council of the National Institute for the Blind.*

The Professional Classes Aid Council. *Annual Report,* 1928–1929.

London County Council. Evening Institutes. *Handbook for Classes in First Aid, Home Nursing, Health, Home Hygiene, Infant Care, and the Care of Women, Children, and the Home.* (9d. King.)

The Romance of a Bookshop, 1904–1929. By G. H. FABES. (Foyle.)

Ceylon Administration Reports for 1928. Part IV.: *Education, Science, and Art* (A). *Administration Report of the Director of Education for* 1928.

Progress of Education in India, 1922–27. By R. LITTLEHAILES. Ninth Quinquennial Review. Vols. 1 and 2. (Vol. 1, 2s. 9d. Vol. 2, 4s. 9d. Calcutta : Central Publication Branch.)

Purpose : Being the Thirty-fifth Annual Report of the Student Christian Movement of Great Britain and Ireland, 1928–1929. (6d. net. S.C.M.).

International Bureau of Education. *Children's Books and International Goodwill. Report and Book List.* (Fr. 3. Geneva : 44 Rue des Maraîchers.)

The Workers' Educational Association. *Twenty-Sixth Annual Report for the Year Ended May 31st,* 1929. (6d.)

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The Teacher: Types, Contacts, and Interests

XII.—THE TEACHER AS CITIZEN

By Prof. Sir JOHN ADAMS, formerly Principal, London Day Training College

BRITISH teachers find it difficult to make up their minds on the important question of whether to be or not to be what is technically known as "civil servants." But while the profession is divided on the point, up till the present the balance of opinion has been against the proposal to make the teachers the direct agents of the state. It is true that the matter has been discussed largely from the point of view of professional interests, but the teachers are not so devoid of public spirit as to allow such interests to dominate their decisions. Many of them honestly believe that while the status of civil service would be an economic disadvantage to the profession, it would be also against the public good.

Teachers as a body dislike the idea of complete central control. No doubt such matters as salary, tenure, hours of work may well be regulated from headquarters. But when it comes to the state taking complete control of the profession, there is a not unnatural opposition. In Britain at any rate the ideal of the teachers is an autonomous profession, after the pattern set by the doctors. As the Medical Council practically controls the whole profession, so most of the teachers would like their present Registration Council to develop into a governing body that would decide on all matters of purely professional policy. It is admitted, at the same time, that there are certain administrative spheres in which outside control is both desirable and necessary.

Here, as usual, that great anticipator, Aristotle, has something to say. He maintains that statesmanship is architectonic to education, by which is meant practically that the educator has to take his orders from the statesman. The reason for this subordination he finds in the fact that the statesman has to make use of the material produced by the educator, and is therefore entitled to determine what sort of person the educand is to become. This doctrine is not popular among us teachers, though when we give the matter careful thought we have to admit that Aristotle has a good deal to say for his position. Still, we do not like the idea of our becoming mere agents in carrying out the will of others. Most of us, having escaped from our academic studies, are not over enthusiastic readers of Kant. But there is one section of his work that we can recall with rather pleasant memories. It is that where he treats of his Kingdom of Ends, and maintains that none of us humans should be treated as mere means, but that all of us should be treated as ends. We want to pit Kant against Aristotle and decline to become civil servants, because as members of a great state organization we would lose much of our individuality. No one likes to think that he is a tool in the hands of another.

The profession does not perhaps realize clearly enough that it may be able to preserve the individuality of its members, even while they are carrying out the plans of others. All of us human beings, *pace* Kant, are means as well as ends. Danger arises only when we are so treated that we have no chance at all of developing our personality, and thus become *mere* means to others' ends.

Whether technically called a civil servant or not, the teacher is patently the servant of the community. There is a vulgar little saying about paying the piper and calling the tune; and however unpleasant the reference may be, piper-paying has a direct bearing on the present problem. The parents in a more or less roundabout way pay the teacher for doing a certain kind of work. As an expert he is the person to determine how that work is to be done: but the community is entitled, as his employer, to say *what* is to be done. It may be crudely stated that the determination of the curriculum lies within the province of the community, while the teaching of the subjects of the curriculum is entirely the teacher's business. But the matter is not so easily disposed of as all that. The teaching of a given subject makes all the difference in its value. History, for example, may be prescribed by the community, but the teacher may so deal with it as to produce quite a different effect from that desired by the community.

So difficult does the problem appear that we may well be astonished at the smoothness with which education has been carried on in the past. Why has there been so little friction between the teacher and his many masters?

One very obvious answer is that teachers as a class are an eminently peace-loving body of people. Probably the generalization may be made world-wide, without danger of serious error, that teaching folk as such have a bias towards conservatism. Observe that nothing more is claimed than a bias. If a nation that we happen to examine is found to be strongly radical as a whole, its teachers will be seen to be tinged with radicalism, but not nearly to the same extent as the mass of the people. The teachers are always found to be on the whole more conservative than the bulk of their fellow citizens. It seems to be a characteristic of the profession that its members are lovers of law and order, and less inclined than the average towards change. With us in Britain this is true of all kinds of teachers, but markedly so among the secondary group. They are pre-eminently respectable, and unwilling to strike out into new lines for themselves. Mr. H. G. Wells, one of whose pleasant pastimes is girding at schoolmasters, is very severe upon them for this quality. He has no patience with their timidity, their sham enthusiasms, their "deadly silences." But if any British teacher should be stirred sufficiently to reach up to the Wellsian standard, he would be promptly caught out: in plain English he would lose his post. The British parent has no use for unsafe men. Thus it has come about that the teacher type

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in general, and perhaps particularly in Britain, has developed into a patient, law-abiding, practical person, who does not want to have to explain in great detail what are his ultimate aims. He teaches his young people to love God, to honour the King, and to do justly by all men: and there an end.

At the conclusion of a calm and modest lecture to an audience of English teachers a few years ago, a speaker claimed that at any rate the teacher had the credit of inculcating certain wearable virtues, such as obedience, punctuality, sense of responsibility. When he sat down a fiery young labourist sprang up in his wrath and is reported to have said: "What a miserable set of virtues! Why these are the very things I have been trying to eradicate. I want the rebel virtues!" He did not specify what these were, but the disturbance his impatient complaint roused among his audience gave an excellent demonstration of the inherent social stability of the teaching group in England. The incident roused quite a lively discussion in the Press, which made it abundantly evident that whatever the rebel virtues are they need look for no support from English newspapers. In dealing with the gentle group of humans that represent the professional side of education, a domineering statesman may have his way, if only he has the sense to mask his evil designs. He must make some concessions to the rather tender conscience of the profession as a whole. He must in some measure stoop to conquer. He must make out a case that will satisfy the collective conscience of the educators, or, gentle as they are, they will rebel in their own mild way, and show all the disagreeable sides of passive resistance.

In their architectonic work, statesmen may use teachers as they use other social groups as tools in working out their ends, but with teachers more than with most they must walk warily, for with all their conservatism and social mildness teachers are a fairly intelligent group, and are apt to see the ends for which they are being used, and to resent being employed for purposes of which they do not approve. So long as the statesman's aims are good he can rely upon the teachers loyally lending themselves to their accomplishment: but when those aims are questionable the statesman is wise in doing all he can to camouflage them, and let the teachers believe that he is aiming at something of which he knows that they approve.

Germany supplies the classical example of the manipulation of teachers as instruments of the State. In the early nineteenth century there was no need to convince the teachers there that the course they were called on to follow was a just one. Between 1806 and 1870 every German schoolmaster was conscientiously enthusiastic in that work of national training which afterwards enabled Bismarck to say that it was the schoolmaster who won at Sadowa and Gravelotte. When the broken reed of Jena had been turned into the sturdy oak of Sedan, it was natural that the German teachers should believe that the process that had brought about this desirable result might well be continued indefinitely. Probably the elementary teachers of the Fatherland did not think very much about the matter. Their own training had been such as to kill off all tendency to question the actions and motives of their superiors in the big matters of national and international diplomacy, though the teachers of this group were keenly alive to the social restraints imposed upon them as compared with those in the higher grades of the profession. With the members of these higher grades it is almost certain that the attitude towards the powers-that-be was somewhat different. It cannot be but that some of them at least had their doubts about the kind of teaching that was demanded of them, and the better sort among them must have had misgivings that did not occur to their elementary colleagues, who did their work in a highly virtuous frame of mind, and went on training their young people in the way the Junkers wanted them to go. As a body the secondary teachers were as convinced as the others that they were doing the right thing, but some at least among them had an uneasy feeling that all was not well with a system of Kaiser-worship and the deification of force. Perhaps they could not strike their "finger on the place, and say thou ailest here and here." But they had their doubts. Such men had to be kept to their loyalty. It was to them that the militarists and the Nitzschean philosophers made their appeal, in most cases not in vain.

But there remained a residuum who were either in direct opposition to the prevailing educational propaganda, or were at any rate in a state of active doubt. These were dealt with by a process that may be called according to taste, corruption or compulsion. It is perhaps not unfair to say that the secondary teachers in Germany before the war were paid partly in money, and partly in kind—the "kind" taking the form of public honour. In a previous article this arrangement was referred to under the name of The "Rath" System, under which it was possible to ration certain small honours and promotions in such a way as to favour obedience, and discourage revolt in any form. It is easy to see how this unobtrusive pressure would exercise an almost irresistible influence, and as a matter of fact it was an all but perfectly effective instrument in the hands of the statesmen. The Aristotelian principle was applied in the Fatherland with maximum power.

Public opinion among the English-speaking peoples is probably at its highest, but it cannot be manipulated from above in the Teutonic way. So our teachers are free from the kind of compulsion used by the Junkers. To be sure the Press has a great deal to do with the manipulation of public opinion, and thoughtful people are a good deal concerned about the possibilities of "interests" monopolizing the newspaper influence and working it in their own favour. The Press indeed is only a different form of public education, and may be used both directly, and as a means of manipulating the recognized forms of public instruction. But the influence of the Press has to be exercised by way of persuasion, not by compulsion or covert threats. The newspapers must walk warily, lest haply the teachers may themselves take a hand and educate the young people directly to a better understanding of the real power and purpose of the press. The newspaper is most powerful when it works along with the school. So long as these two work together, the public is fairly safe. The danger arises when the newspapers hypnotize the teachers into agreeing with them in a wrong course; but this can occur only at moments of rare exaltation. In the calm atmosphere of ordinary school life the teacher can always use the state slogan of Missouri, and say "Show me." If the newspaper men can give a satisfactory reply, all is well: the schools are being influenced in a legitimate way.

Hitherto we have been treating teachers as a body of people kept under more or less effective control, and used as an instrument by some person or persons in authority. But there is a possibility that this instrument, from its very nature, may take a part in determining how it is itself to be used. The profession may be regarded, figuratively at least, as an organism, and therefore bound to develop according to the laws of its own nature, and thus apt to interfere with its manipulation by external authority.

There is the possibility that the teachers, consciously or unconsciously, may adopt an attitude of their own, and influence their pupils accordingly. If, for example, the great majority of the teachers of a country belong to the lower middle class, will there not be a tendency for them to reproduce in their pupils the middle class point of view? This case may be unimportant in Britain, but the same cannot be said of the French elementary school teachers who are reported to be mainly socialists. Will they not inevitably reproduce their views among the growing members of the working classes? Or, to take a different and very significant example, what is likely to be the effect of the increasing numbers of women teachers as compared with men teachers in the United States and in Britain? Is it not inevitable that their teaching will impose on

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the boyish minds the woman's attitude towards many matters? We are not here concerned with the argument that this attitude is likely to be better than that of the men. The point is that a certain class feeling may be communicated by a body of teachers of a particular kind. Most women teachers do not direct their energies in school to the furthering of the feminist position. But that position may be favoured all the same by the sheer force of circumstances. Influences are at work all the time in our schools, without our being able to locate them exactly, much less keep them under control.

So long as we assume a difference in aim between the statesman and the educator, we must be prepared for friction in the schools, and for the development of unexpected reactions. But fortunately on a vast number of matters there is perfect agreement between the man in authority, and the teacher in school. The sort of aims put before educational conferences are usually so blameless that the only problem is how to carry them into effect.

Where there is difference of opinion in the whole body politic it is very difficult nowadays to use the educational instrument over the country as a whole. The day is past when a majority can capture the schools and use them for the inculcation of definite religious or political views. The Clarendon Code in England, by which the whole machinery of education was by force arranged to further certain views and beliefs, is inconceivable at the present day. No government can now convert into a bludgeon the educational instrument. Yet for political, social, and religious side-purposes it can be used very effectively, though conditions now make it necessary that this should be done more or less furtively.

There is certainly nothing furtive about some of the demands being made at present with regard to subjects to be taught in or excluded from the schools in the United States. But such blatant claims have really little chance to lead to anything effective. At the best their effects are necessarily negative. Certain subjects may be excluded, but any subject that is included at all will depend for its effectiveness on the attitude of the teacher, and this cannot be controlled from without. We may exclude evolution altogether from the school, but so long as it remains in the curriculum the doctrine taught will be the teacher's reaction to the problems involved.

It will no doubt have been noted that in dealing with the Aristotelian principle that we are discussing, the term *statesman* has been consistently used instead of the more compromising *politician*: but when we come to those who make an unfair application of Aristotelian authority it is probably quite fair to use the less dignified word: as in the case of William J. Bryan of the United States. Dealing with the fundamentalist controversy, he says:

'If it is contended that an instructor has a right to teach anything he likes, I reply that the parents who pay the salary have a right to decide what shall be taught.'

There is here the usual confusion between the parent and the statesman. In a State-aided school, it is only indirectly that the parent pays the teacher's salary, and it would have been better logic, as well as better manners, for Mr. Bryan to have found another ground for his claim of control. If the State determines that Evolution shall not be taught in school, the teacher must respect the decision. But so long as a subject is a matter of general culture it is within the province of the teacher to deal with it in his class.

It may be that certain matters are of such a highly controversial character that they cannot safely be treated in school without danger to the public peace. In such cases it may be quite reasonable to bar their treatment, as in the case of denominational religion. On the other hand, there is the alternative of adopting a conscience clause under which such matters may be dealt with at certain prescribed periods of the school day, during which it is the right of the parent to withdraw the child from the class.

Bryan's argument is a direct challenge to what the Germans call the *Lehrfreiheit*. Naturally this claim for *freedom of teaching* is usually confined to the university. At that grade it is probably reasonable enough for the professor to claim, and for society to grant, the right of absolute freedom. But in schools where we are dealing with immature minds, it is probably well to grant to the piper-payer the right to determine the tune. Fortunately the range within which the payer cares to exercise his veto is very limited. The great bulk of our work in schools is quite indifferent to the rate-payer. We can do pretty much as we please in school so far as he is concerned. We are free citizens and nobody wants to interfere with us. It is only when it comes to matters of opinion on subjects of general interest that trouble arises. We cannot deny that we are in a peculiar position in regard to such matters. Society is entitled to take the same precautions against us as it does towards those who are in a state to convey disease by contagion or infection. In matters of opinion we are dangerous, and society is entitled to keep us in a state of quarantine.

Religion, history, and economics are the actual danger zones. Of course, the really quarrelsome folk would like to carry the fight into matters of art, literature, and even certain aspects of science: anywhere, in fact, that cliques and parties can be formed. The religious problem is well known and thoroughly exploited. We know where we are in this department. We appear to have reached stalemate, and in any case we teachers are not called upon to take further initiative. With regard to economics the struggle has hardly begun on this side of the Atlantic, though at the university stage it is in full swing on the other. It is in the teaching of history that we have a question of practical importance in the matter of the teacher's status as a citizen.

But we must not get restive under the limitations imposed on our teaching of history. We must make up our minds to accept whichever of the offered choices best fits in with our temperament and the conditions of the case. These are (1) To deal with controversial matters in a strictly impartial way: stating both sides as fully and carefully as possible, and leaving the pupils to make up their own minds on the matter.

(2) To present both sides fully and fairly, but indicate quite clearly what the teacher himself thinks, letting the pupils all the same clearly understand that he expects them to come to their own conclusions. Many teachers object to this method altogether. They say that they do not think or feel judicially at all about the matters involved in the teaching of history. They know the right, they say, and they would be untrue to themselves if they played a part and pretended that the other side might possibly be right.

(3) To secure that in presenting controversial matters there should be two presentations, one on each side, these presentations being made by people who are in dead earnest and believe sincerely in the view they uphold.

Life is too short for plan (3), while (1) is too cold and formal for the majority of teachers with red blood in their veins. Probably the majority of teachers will find themselves best pleased with some form of applying (2). After all, in the last resort, the public must trust its teachers. If a man cannot be depended on to make a fair statement of a controversial matter he is not fit to be a teacher at all. The fact that his personality makes it plain which side he himself is inclined to favour, will be for or against that side according to the nature of the personality of the teacher in its reaction upon the pupil concerned. The teacher can do harm in this connexion only when he takes an unfair advantage of his position as an authoritative instructor.

With regard to the out-of-school activities of the teacher as a citizen, I feel that it is not my business nor anybody else's to deal, beyond making the simple demand that his outside activities shall not be such as shall in any way interfere with his usefulness in his profession. Outside of school the only obligation laid upon the teacher as citizen is to be a good one.

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John Bull and his Schools

By T. RAYMONT, M.A.

A SURVEY of the English educational system, written by one whose own contribution has been both varied and distinguished, was bound to win general attention. Books on education pour forth from the Press at a great rate in England, and at a greater rate in the United States, but it is only now and then that a book on education receives so much attention in the daily and weekly Press as the one recently issued by the Headmaster at Harrow School.* It is quite obvious that this cannot be due merely to the circumstance that he holds a great position. It is due rather to his singularly comprehensive grasp of the subject, and to the mingled candour and fairness which characterize his treatment throughout. The notices I have seen have been written by men who have shared Dr. Norwood's experience of what he calls "the English tradition of education." A few remarks by one who cannot make that claim may not be amiss.

Old-fashioned people will rub their eyes when they see that the Headmaster of Harrow School actually suggests the abolition of the Headmasters' Conference, and its re-appearance as a boarding school committee of the Headmasters' Association. The suggestion is only one example of Dr. Norwood's keen sense for realities. The Headmasters' Conference has been called the educational House of Lords. There is not, and there never was, any point in the analogy, for the powers and interests of the House of Lords, such as they are, have reference to the whole nation, whereas the Headmasters' Conference certainly cannot be said to have reference to the whole nation's boyhood. It seems impossible to escape the conclusion that the difference between the Association and the Conference rests mainly upon the distinction between what Gladstone called the masses and the classes; and we live in times when, at any rate in educational affairs, such a distinction so naïvely assumed can scarcely be a source of strength.

Other examples of Dr. Norwood's fairness and insight might readily be given. It will cheer the heart of many an obscure and life-long labourer in and around the field of elementary education to find the debt of England to her elementary schools cordially recognized by so big a brother as Dr. Norwood; and to read his noble plea for "a teaching profession which shall be a single service, not because the names of all who teach are written down in one column of a single register, but because they are bound together by a single spirit in the service of a common ideal." He might justly have added that his vision of a united teaching service, though still a distant vision, was never so near realization as it is at this moment.

Not all of Dr. Norwood's readers will be quite so much pleased. He has, for example, some candid remarks to make about the educational directors and secretaries whose offices were created by the Act of 1902. It would have gone ill with the intentions of that Act had not the holders of those offices been among the hardest and most faithful workers in England. But the word "director" was perhaps ill chosen from the start. I know at least one director of education, whose influence in his area is immense, but who gaily and truly avers that he never directs. Not all men in his position are so wise. We talk much and rightly about the sacredness of the pupil's individuality. We ought to insist equally upon the sacredness of the school's individuality. The old grammar schools, with all their faults, at any rate had souls of their own, unless indeed the soul had gone to its rest. And there was a time—a time which I am just old enough dimly to remember—when even the elementary school, usually of the "British" or the "National" variety, had a soul of its own. But the craze for uniformity and mechanization has largely changed all that. I cannot therefore but think that Dr. Norwood's protest is justified, but I would include the elementary as well as the threatened secondary schools in his indictment of officialism. The way of uniformity is the easy way, and our officials would do well to adopt, as the first article of their creed, the sober truth that that which is administratively easy is *always* educationally bad.

Space would scarcely be afforded me here to describe in detail Dr. Norwood's conception of what he calls *the* English tradition in education. But the general impression left upon any attentive reader is that he regards that tradition as embodied in the great boarding schools of England. Of course he is so far right that these schools are like nothing else on earth. They are peculiarly and thoroughly English, and probably most of us who were not educated at public schools would have been very proud if we had been. They have suited a nation which was destined to govern subject peoples, and which therefore needed a governing class. Those who know most about them hold them to be in many respects beyond praise. But their extension in recent years is partly due to causes which, as Dr. Norwood points out, are not beyond praise. How far the extension of boarding schools will proceed, even among those who can afford them, seems very doubtful. After all, there is something in family life. At its best it provides a fine education for the parents as well as for the children; and the boarding school does mean the definite break-up of family life. It may also cultivate a permanently warped view of the other sex.

The English tradition of which Dr. Norwood writes rests, in his judgment, upon five pillars—first and foremost, religion, and then discipline, culture, athletics, and service. He shows how these five elements enter into the life of the great boarding schools, for which schools he is, however, very far from claiming perfection. He then goes on to compare these schools, point by point, first with the day secondary schools, and then with the elementary schools. This is the part of the book which will provoke most opposition. I confine myself here to one of the five elements. Dr. Norwood says that the English tradition in education rests on a religious basis. Some would prefer to say that English education was mainly ecclesiastical in its origin; but let that pass. He sees this religious tradition preserved in the chapels of the boarding schools, with Church services of the Liberal Protestant order; and he seems to me not quite sure that he sees it anywhere else. He appears to doubt whether it *can* be preserved in an assembly hall, with an incongruous array of honour boards bedecking its walls. If the doubt were justified, we should be in sad case, for it is certain that the great majority of boys' schools must be content with the assembly hall. As for the girls' schools, it was surely convenient for Dr. Norwood at this point that he deliberately excluded them from his book.

For myself, I can only say that some of the most solemn and uplifting moments of my life have occurred during a short daily service conducted in what I should describe as a large and commodious concert hall; and I believe that thousands of English teachers could bear similar testimony. Dr. Norwood may be right in his reference to the "hurried ten minutes." He is no doubt right also about schoolboy stories of chapel services. What he seems really to prove is that, chapel or no chapel, the religious training given in a school depends upon the teacher, and upon nothing and nobody else. I suppose a thick book might be filled with unsatisfactory definitions of religion. To many of us it means essentially what Driesch has called a sense of dependence. But however one defines it, it is cultivated in schools by the spiritual relationship

* THE ENGLISH TRADITION OF EDUCATION. By Cyril Norwood, M.A., D.Lit. (John Murray), 10s. 6d., net.

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which exists between the person called a teacher and the pupils who come under his or her influence. In this connexion, I do not know why Dr. Norwood should say that the elementary schools give a better religious training than the day secondary schools. The fact is that nobody knows. Syllabuses and time-tables prove little, for everything depends upon how they are handled. Some of the wisest men in the Church are coming to see that it would be better if the Church relaxed its desperate efforts, made mostly by the country clergy, to retain full control over its schools; and put its efforts and its money into the training of teachers, upon whose careful preparation and earnestness of purpose depends all that the Church holds dear.

Perhaps, however, I have exaggerated what seems to me a grave difference of opinion between Dr. Norwood and a host of his fellow teachers. In some points his book seems to me to exemplify the familiar saying that the fleetest of foot cannot get away from his own shadow, and I think he ought to have called his book "An English Tradition of Education." Anyhow, the general body of teachers will join in thanking him for the most stimulating book on English education, its strength and its weakness, which has appeared for many a long day.

History Reading for School Examinations

By E. H. Dance, M.A.

VI.—COLONIAL HISTORY

COLONIAL history is easily the least popular of the separate historical subjects set for school examinations. One or two examining bodies do not prescribe it at all, for either School or Higher Certificate; the rest find very few candidates to offer it as one of their subjects, and those few are for the most part "colonials" themselves. This, no doubt, is natural enough; but it means that colonial history as such is not making much appeal to the people who need it most. Its place in the examination syllabus is due, as much as anything, to the realization that Britain is not merely a small island off the north-west coast of Europe; and it could do a good deal (though not so much as European or World history) to counteract that insularity which history teachers are never tired of lamenting. Instead, the people who are insular ignore it; and the people who take it are "colonial" enough already. Presumably, therefore, colonial history is doing as much harm in the colonies as our insular British history is doing here—it is tending to keep in a narrow, domesticated groove minds which ought to be broadened.

To a certain extent, of course, the analogy is a false one. In Britain, we "do" the history of a couple of islands, with an occasional transmarine digression; in the Dominions they all do one another's history as well as their own; each Dominion learns as much about the past of the rest as of itself, and so far the "insular" attitude is abandoned. But as a matter of fact the history of all the Dominions is in many ways similar—it is the story of conquest or settlement followed by the gradual achievement of a similar dominion status. The constitutional history of all the biggest "colonies," in the nineteenth century particularly, runs on parallel lines; and their constitutional problems have been unlike anything in Britain or Europe—though the same thing is a good deal less true of their economic problems. Consequently, the study of colonial history exclusively may tend to foster a type of "colonialism" as mischievous in its way as our own "insularity"; to produce in reality that "colonial" outlook which exists in the fancy of many people at home already, and which the undiscriminating imagine to be common to citizens of all the Dominions alike. Moreover, this tendency is encouraged when, as in many of the papers in colonial history at present, questions are set (and thereby students are caused to specialize) on the domestic problems of the separate colonies, rather than on the history of the Empire as a whole. To us at home Imperial history must always be primarily the history, not of Canada or Australasia or South Africa, but of the Commonwealth of Nations—it must be, in fact, "imperial" and not merely "colonial." So long as the papers set are more colonial than imperial, most of the candidates will be in the "colonies."

It would be fair to reply to this contention that that is precisely what the examining bodies have in mind in prescribing syllabuses in colonial history—that just as the candidate in Britain has provided for him a course in history which centres round his own country, so the candidate overseas studies the history of his own country in a wider setting—a much wider one, in practice, than that of the candidate who takes general British history. That, however, fails to meet the objections of those of us at home who want to see history in British schools become as wide as the time-table will allow, since we know that at present it is wise, on the general syllabus which we take, to devote only a small fraction of our time to matters which are broadly imperial. In fact, British history, whatever it may be in the minds of the public at large, is in the schools nearly all English history, whereas we should like British history to be the history of the Commonwealth of Nations, and history as a whole to be something very much broader still—always, however, with the time-table well in view. So far as imperial history is broadening, it is better for our purpose than merely English history with an occasional dash of non-insularity; so far as it is likely to be the basis of a patriotism which, however much improved by being a feeling for a commonwealth and not merely a country, is still patriotic, imperial history is insufficient, since patriotism is not enough. Colonial history is better than general British history in so far as the history of six or more states is better than the history of one; it is worse in so far as it concentrates attention on expansion for its own sake (particularly on those less noble aspects of empire-building which play some part in the history of every empire), and as it ignores the contributions to progress which other nationalities have made on lines very different from our own.

In this connexion it is as well to remember how the "imperial" movement began in England. When Local Examinations began, the Empire was very much at a discount. Disraeli, whose unforgotten gird at the colonies as "a millstone about our necks" was uttered in 1852, had had another fling at what he called "colonial deadweights" as recently as 1866, and was not converted for several more years. But in the 'sixties, imperialism was coming into its own, and at the end of them Dilke provided it with its text-book by writing "Greater Britain." Dilke, however (like all the early imperialists), was a Radical, and his imperialism was at least as cosmopolitan as anything else in the Radical faith. Greater Britain, according to him and these early imperialists, was not merely the British Empire. South Africa, for example, was not included in "Greater Britain." Canada occupied about a fiftieth of its pages. More than a third was devoted to the United States; and Greater Britain, we learn, included also "the offshoots of Germany, of Ireland, of Scandinavia, and of Spain." Greater Britain, in fact, was regarded at first not so much as a State, or even a Commonwealth; it was less a political or economic than a moral fact—an

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influence and an example rather than an institution. That view fell through when imperialism passed from Radical to other hands, but at least it embodies a truth which historians and teachers of history are never tired of repeating—the truth that history is one, and that, in this particular case, the unity of World history is emphasized by the history of Greater Britain as a cosmopolitan rather than a national or even imperial affair.

All this points back to the desirability of making school history as broad as possible—of making British history at least European, and colonial history cosmopolitan. But this is only an idea, whereas time-tables are objective facts. Possibly the practical man will prefer to base his approval of imperial history as a school subject on more solid reasons—and one of the best of them is its inherent attractiveness to young people, and particularly boys. Moreover, it is the youngest of our candidates at school examinations who do most of the imperial history; twenty or thirty times as many take it in the School Certificate as in the Higher Certificate. Consequently, imperial history in the schools is not particularly a matter for specialists; it cannot (except in the case of the few Higher Certificate candidates) be treated in an academic way; and as a matter of fact, its interest to young minds is anything but academic. To people in their middle 'teens, it is probably the most fascinating sort of school history, and in it they are more likely to read outside their text-books than in any of the other history subjects prescribed for School Certificates. Early imperial history, in particular, would fill an omnibus volume of tales of adventure, so that in the study of it the adolescent boy (and, to a smaller extent, the adolescent girl) can combine a broad interest in his history subject with the satisfaction of his natural appetite for exciting literature. If he does, it is all to the good, for one of the greatest dangers of school history teaching is that it places (and cannot help placing) excessive, and often exclusive, reliance on the text-book, whereas every historical text-book is inevitably a mere paraphrase of real history. If colonial history will drive our pupils to historical reading outside the limits of the text-book, it deserves more serious consideration in schools than it is getting at present.

A—Books suitable for the School Certificate, and for History as a Subsidiary Subject in the Higher Certificate.

(*i.*) *Text Books*

C. S. S. HIGHAM, *History of the British Empire* (Longmans, 5s.).
J. A. WILLIAMSON, *Foundation and Growth of the British Empire* (Macmillan, 2s. 6d.).
W. H. WOODWARD, *A Short History of the British Empire* (Cambridge University Press, 5s.): now brought down to 1923.
P. H. and A. C. KERR, *The Growth of the British Empire* (Longmans, 3s. 6d.).
A. W. JOSE, *The Growth of the Empire* (Murray, 6s.).
A. F. DODD, *A Short History of the British Empire* (Dent, 6s.).
JONES and SKERRATT, *A History of the British Colonies* (University Tutorial Press, 3s. 6d.).

(*ii.*) *General Reading*

*J. A. WILLIAMSON, *Maritime Enterprise* 1485–1558 (Clarendon Press, 14s.).
*PAYNE and BEAZLEY, *Voyages of Elizabethan Seamen* (Clarendon Press, 4s. 6d.).
*C. R. BEAZLEY, *Prince Henry the Navigator* (Putnam, "Heroes of the Nations," 7s. 6d.).
†Sir W. RALEIGH, *Early English Voyages* (Jackson & Wylie, 3s. 6d.).
*K. G. JAYNE, *Vasco da Gama and His Companions* (Methuen, O.P. = out of print).
†J. A. FROUDE, *English Seamen in the Sixteenth Century* (Longmans, 6s.).
MORRIS and WOOD, *Th English Speaking Nations* (Clarendon Press, 8s. 6d.).
†Sir JULIAN CORBETT, *Drake* (Macmillan, "English Men of Action," 3s. 6d.).
J. A. WILLIAMSON, *Builders of the Empire* (Clarendon Press, 3s. 6d.).
E. G. HAWKE, *The British Empire and Its History* (Murray, 3s. 6d.).
Sir H. H. JOHNSTON (ed.), *The Explorer Series* (Collins, 1s. 6d. each): 1. *The Old Navigators* (Hawkins, Raleigh, Cook, &c.). 2. *The Old Explorers* (Columbus, Vasco da Gama, Frobisher, &c.). 3. *Nineteenth Century Explorers.*
H. CLIVE BARNARD (ed.), *The Expansion of the Anglo Saxon Nations* (Black, 7s. 6d.); articles by separate authors.
A. P. NEWTON and J. EWING, *The British Empire Since* 1783 (Methuen, 5s.).

B—Books suitable for the Higher Certificate

(*i.*) *Works of Reference*

The Cambridge History of the British Empire, Vol. I., to 1783 (Cambridge University Press, 30s.)
Sir C. P. LUCAS, *Historical Geography of the British Dominions* (Clarendon Press, eight volumes or 14 parts, £4 14s. 6d.). *Introduction: The Origin and Growth of Greater Britain*, by H. E. EGERTON (3s. 6d.); I. *The Mediterranean and the Eastern Colonies* (6s. 6d.); II. *The West Indies* (7s. 6d.); III. *West Africa* (7s. 6d.); IV. *South Africa* (three parts, 7s. 6d. each); V. *Canada and Newfoundland* (four parts: *New France*, 7s. 6d.; *Canada Under British Rule*, 7s. 6d.; *Geographical*, 6s. 6d.; *Newfoundland*, 6s. 6d.); VI. *Australasia* (7s. 6d.); VII. *India* (12s. 6d.; or in two parts, divided at 1858, 7s. 6d. each).
G. L. BEER, *Origins of the British Colonial System*, 1578–1660 (Macmillan, O.P.).
—— *The Old Colonial System*, 1660–1754 (Macmillan, O.P.).
—— *British Colonial Policy*, 1754–1765 (Macmillan, 10s. 6d.).
H. L. OSGOOD, *The American Colonies in the Seventeenth Century* (Macmillan, $4.25); mainly constitutional.
Sir JULIAN S. CORBETT, *Drake and the Tudor Navy* (Longmans, O.P.).
—— *The Successors of Drake* (Longmans, 12s. 6d.).
A. W. TILBY, *The English People Overseas* (Constable, 6 vols.): I. *The American Colonies*, 1583–1867 (5s.); II. *India*, 1600–1826 (5s.); III. *British North America*, 1763–1867 (6s. 6d.); IV. *Britain in the Tropics*, 1527–1910 (6s. 6d.); V. *Australasia*, 1688–1911 (6s. 6d.); VI. *South Africa*, 1486–1913 (8s.).
A. B. KEITH, *Responsible Government in the Dominions* (3 vols., Oxford University Press, 45s.).
Lord BRYCE, *Modern Democracies* (2 vols., Macmillan, 50s.).

(*ii.*) *General Reading*

A. B. KEITH, *Dominion Home Rule in Practice* (Oxford University Press, 2s. 6d.).
BASIL WILLIAMS, *The British Empire* (Home University Library, 2s. 6d.).
A. P. NEWTON, *The Old Empire and the New* (Dent, 3s. 6d.).
G. B. HERTZ, *The Old Colonial System* (Manchester University Press, 7s. 6d.).
Sir J. R. SEELEY, *The Expansion of England* (Macmillan, 3s. 6d.); its influence on current views of the Empire in the late nineteenth century make it almost an original "source."
H. E. EGERTON, *A Short History of British Colonial Policy* (Methuen, 10s. 6d.).
—— *British Colonial Policy in the Twentieth Century.* (Methuen, 10s. 6d.).
*—— *Origin and Growth of Greater Britain* (Clarendon Press, 3s. 6d.); the introductory book to Lucas's *Historical Geography.*
—— *The Causes and Character of the American Revolution* (Oxford University Press, 8s. 6d.).
C. A. BODELSEN, *Studies in Mid-Victorian Imperialism* (Copenhagen, 10s. 6d.).
*Sir C. P. LUCAS, *Greater Rome and Greater Britain* (Clarendon Press, 5s.); a very lucid comparison of two great empires.
—— *The British Empire* (Macmillan, 3s. 6d.).
*H. B. GEORGE, *Relations of Geography and History* (Clarendon Press, 5s.).
*J. A. WILLIAMSON, *A Short History of British Expansion* (Macmillan, 25s.).
*†J. A. FROUDE, *English Seamen in the Sixteenth Century* (Longmans, 7s. 6d.).
†*Cambridge Modern History*, Vol. I., Chapters 1 and 2.

* Prescribed for the Subsidiary Subject in the University of London Higher Certificate.
† Prescribed for the Special Subject in the Oxford and Cambridge Joint Board School Certificate.

* Prescribed for the Oxford Local Higher Certificate Special Syllabus in History ("History IV.").
† Prescribed for the Special Subject in the Cambridge Local Higher Certificate.

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†C. M. ANDREWS, *The Colonial Period* (Williams and Norgate, 3s.).
†*The Cambridge Travel Books* (edited by P. F. ALEXANDER) (Cambridge University Press, 4s. 6d. each): (i.) *The Discovery of America*, 1492–1584; (ii.) *The Earliest Voyages Round the World*, 1519–1617; (iii.) *The North-West and North-East Passages*, 1576–1611.
RAMSAY MUIR, *A Short History of the British Commonwealth* (Philip); 2 vols., 15s. each, or 6 parts): To 1485 (4s. 6d.); 1485–1660 (5s. 6d.); 1660–1763 (6s.); 1760–1815 (5s. 6d.); 1815–1880 (5s. 6d.); 1880–1919 (4s. 6d.). A full "British history" from the imperial point of view.
—— *The Expansion of Europe* (Constable, 12s.).
W. C. ABBOTT, *The Expansion of Europe* (Bell, 2 vols., 30s.).
H. C. MORRIS, *History of Colonisation* (Macmillan, O.P.).
J. A. WILLIAMSON, *Maritime Enterprise*, 1485–1558 (Clarendon Press, 14s.).
—— *Europe Overseas* (Clarendon Press, World's Manuals, 2s. 6d.).
W. R. KERMACK, *The Expansion of Britain from the Age of Discoveries—A Geographical History* (Clarendon Press, World's Manuals, 2s. 6d.).
J. WINSOR, *Geographical Discovery in the Interior of North America in Its Historical Relations*, 1537–1700 (Sampson Low, O.P.).
J. FISKE, *The Discovery of America* (Macmillan, O.P.).
BOLTON and MARSHALL, *The Colonisation of North America*, 1492–1783 (Macmillan, 26s.).
B. MOSES, *The Establishment of Spanish Rule in America* (Putnam, O.P.).
—— *The Spanish Dependencies in South America* (Smith Elder, O.P.).
E. G. BOURNE, *The Spanish in America*, 1450–1580 (Harper, O.P.).
W. H. PRESCOTT, *The Conquest of Mexico* (Dent, Everyman Library, 2 vols., 4s.).
—— *The Conquest of Peru* (Dent, Everyman Library, 2s.).
F. C. DANVERS, *The Portuguese in India* (Allen, O.P.).
G. L. BEER, *The English Speaking Peoples* (Macmillan, 12s. 6d.).
L. C. A. KNOWLES, *The Economic Development of the British Empire Overseas* (Routledge, 10s. 6d.).
C. R. BEAZLEY, *Prince Henry the Navigator* (Putnam, "Heroes of the Nations," 7s. 6d.).
—— *John and Sebastian Cabot* (Benn, O.P.).
F. A. MACNUTT, *Fernando Cortes* (Putnam, "Heroes," 10s. 6d.).
Sir C. R. MARKHAM, *Life of Christopher Columbus* (Philip, O.P.).
—— *Life of John Davis the Navigator* (Philip, O.P.).
Sir RENNELL RODD, *Raleigh* (Macmillan, "English Men of Action," 3s. 6d.).
A. G. BRADLEY, *Captain John Smith* (Macmillan, "English Men of Action," 3s. 6d.).
J. A. WILLIAMSON, *Sir John Hawkins* (Oxford University Press, 20s.).

(*iii.*) *Books on Separate Dominions*

Africa

E. A. WALKER, *A History of South Africa* (Longmans, 12s. 6d.).
W. C. SCULLY, *A History of South Africa* (Longmans, 3s. 6d.).
D. FAIRBRIDGE, *History of South Africa* (Clarendon Press, 5s.); suitable for supplementary reading for the School Certificate.
J. EDGAR, *History of South Africa* (Blackwell, 10s. 6d.); with "sources."
Sir H. H. JOHNSTON, *The Opening-up of Africa* (Home University Library, 2s. 6d.).
—— *A History of the Colonisation of Africa by Alien Races* (Cambridge University Press, 14s.).
F. R. CANA, *South Africa from the Great Trek to the Union* (Chapman & Hall, 10s. 6d.).
R. H. BRAND, *The Union of South Africa* (Clarendon Press, 6s.).
G. M. THEAL, *History of South Africa Since* 1505 (Allen & Unwin, 11 vols., 10s. 6d. each).
—— *South Africa* (Fisher Unwin, "Story of the Nations," 7s. 6d.).
—— *South Africa Under the Dutch East India Company* (O.P.).
W. B. WORSFOLD, *Lord Milner's Work in South Africa*, 1897–1902 (Routledge, 12s. 6d.).
—— *The Reconstruction of the New Colonies under Lord Milner* (Routledge, 2 vols., 12s. 6d. each).
Sir G. E. CORY, *The Rise of South Africa* (Longmans, 4 vols., 26s. each): I. To 1820; II. 1820–1834; III. 1834–1838; IV. 1838–1846).
BASIL WILLIAMS, *Cecil Rhodes* (Constable, 15s.).

† Prescribed for the Special Subject in the Cambridge Local Higher Certificate.

T. HUGHES, *Livingstone* (Macmillan, "English Men of Action," 3s. 6d.).
IAN COLVIN, *Life of Jameson* (Arnold, 2 vols., 32s.).
IFOR L. EVANS, *The British in Tropical Africa* (Cambridge University Press, 12s. 6d.).
C. W. DE KIEWIET, *British Colonial Policy and the South African Republics*, 1848–1872 (Longmans, 12s. 6d.).

Australasia

A. W. JOSE, *History of Australasia* (Sydney).
E. A. JENKS, *History of the Australasian Colonies* (Cambridge University Press, O.P.).
E. SCOTT, *Short History of Australia* (Clarendon Press, 4s.).
T. DUNBABIN, *The Making of Australia* (Black, 10s. 6d.).
G. TREGARTHEN, *The Australian Commonwealth* (Fisher Unwin, "Story of the Nations," 7s. 6d.).
G. A. WARD, *The Discovery of Australia* (Macmillan, 25s.).
G. C. HENDERSON, *Sir George Grey* (Dent, O.P.).
Sir WALTER BESANT, *Captain Cook* (Macmillan, "English Men of Action," 3s. 6d.).
A. J. HARROP, *The Amazing Career of Edward Gibbon Wakefield* (Allen & Unwin, 7s. 6d.).

Canada

W. L. GRANT, *History of Canada* (Heinemann, 4s. 6d.).
G. BRYCE, *Short History of the Canadian People* (Sampson Low, 15s.).
C. WITTKE, *A History of Canada* (Knopf, 18s.).
Sir J. G. BOURINOT, *Canada* (Fisher Unwin, "Story of the Nations," 7s. 6d.).
—— *Canada Under British Rule* (Cambridge University Press, O.P.).
A. G. BRADLEY, *Canada* (Home University Library, 2s. 6d.).
—— *The Fight With France for North America* (Constable, 6s.).
—— *The Making of Canada* (Constable, 12s. 6d.).
Sir C. P. LUCAS, *History of Canada*, 1763–1812 (Clarendon Press, 12s. 6d.).
—— *Lord Durham's Report* (Clarendon Press, 3 vols., 36s.); a very full edition, with notes, appendices, etc.
A. DUNHAM, *Political Unrest in Upper Canada*, 1815–1836 (Longmans, 9s.).
E. PORRITT, *Evolution of the Dominion of Canada* (Harrap, 10s. 6d.); mainly constitutional.
Sir R. BORDEN, *Canadian Constitutional Studies* (Clarendon Press, 4s. 6d.).
—— *Canada in the Commonwealth* (Clarendon Press, 10s.); three fairly "popular" lectures.
WRONG, WILLISON, LASH, and FALCONER, *The Federation of Canada*, 1867–1917 (Clarendon Press, 3s.); four lectures.
F. PARKMAN, *Montcalm and Wolfe* (Dent, "Everyman Library," 2 vols., 4s.).
—— *The Jesuits in North America in the Seventeenth Century* (Macmillan, 10s.).
—— *La Salle and the Discovery of the Great West* (Macmillan, 10s.).
—— *Pioneers of France in the New World* (Macmillan, 10s.).
—— *The Old Regime in Canada* (Macmillan, 10s.); and other works of Parkman.
A. G. BRADLEY, *Wolfe* (Macmillan, "English Men of Action," 3s. 6d.).
STUART J. REID, *Lord Durham* (Longmans, O.P.).
Makers of Canada (Clarendon Press, 12 vols., £12; not sold separately). N.B. especially: Vol. II (for Frontenac, Wolfe, and Montcalm); Vol. V (for Mackenzie, Papineau, and Cartier); Vol. VI (for Elgin); Vol. XII, *The Oxford Encyclopedia of Canadian History*.
J. L. MORISON, *The Eighth Earl of Elgin* (Hodder & Stoughton. 15s.).

India

The Cambridge History of India, Vol. V; *British India*, 1497–1858. (Ed. H. H. Dodwell; Cambridge University Press, 30s.).
R. W. FRAZER, *British India* (Fisher Unwin, "Story of the Nations," 7s. 6d.).
A. D. INNES, *A Short History of the British in India* (Methuen, 7s. 6d.).
P. E. ROBERTS, *A History of British India* (Clarendon Press, 12s. 6d., or in 2 parts, 7s. 6d. each).
A. YUSUF ALI, *The Making of India* (Black, 10s. 6d.).
E. THOMPSON, *A History of India* (Benn's Sixpenny Series).
V. A. SMITH, *The Oxford History of India* (Clarendon Press, 14s.).
—— *The Oxford Student's History of India* (Clarendon Press, 4s.).
Sir W. W. HUNTER, *A Brief History of the Indian Peoples* (Clarendon Press, 4s.).

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Sir T. W. HOLDERNESS, *Peoples and Problems of India* (Home University Library, 2s. 6d.).
Sir A. LYALL, *The Rise and Expansion of the British Dominion in India* (Murray, 10s. 6d.).
—— *Warren Hastings* (Macmillan, "English Men of Action," 3s. 6d.).
Sir C. WILSON, *Clive* (Macmillan, "English Men of Action," 3s. 6d.).
H. H. DODWELL, *Dupleix and Clive—The Beginning of an Empire* (Methuen, 12s. 6d.).
MACAULAY'S *Essays on Clive and Warren Hastings.*
P. E. ROBERTS, *India Under Wellesley* (Bell, 15s.).
Lord RONALDSHAY, *Life of Lord Curzon* (Benn, 3 vols., 63s.).
Rulers of India (Clarendon Press, 3s. each): *Akbar*, by Colonel MALLESON; *Aurangzib*, by S. LANE-POOLE; *Haidar Ali and Tipu Sultan*, by L. B. BOWRING; *Ranjit Singh*, by Sir L. GRIFFIN; *Albuquerque*, by H. MORSE STEPHENS; *Dupleix*, by Colonel MALLESON; *Clive*, by Colonel MALLESON; *Warren Hastings*, by L. J. TROTTER; *Cornwallis*, by W. S. SETON-KERR; *Wellesley*, by W. H. HUTTON; *The Marquess of Hastings*, by Major ROSS-OF-BLADENSBURG; *Amherst*, by A. T. RITCHIE and R. EVANS; *Bentinck*, by D. C. BOULGER; *Lord Auckland*, by L. J. TROTTER; *Hardinge*, by Viscount HARDINGE; *Dalhousie*, by Sir W. W. HUNTER; *Earl Canning*, by Sir H. S. CUNNINGHAM; *Lord Lawrence*, by Sir C. AITCHISON; *The Earl of Mayo*, by Sir W. W. HUNTER; *Sir Thomas Munro*, by J. BRADSHAW; *Mountstuart Elphinstone*, by J. S. COTTON; *Clyde and Strathnairn*, by Sir O. T. BURNE; *James Thomason*, by Sir R. TEMPLE; *J. R. Colvin*, by Sir A. COLVIN; *Sir Henry Lawrence*, by J. J. McLEOD INNES.
Sketches of Rulers of India (Clarendon Press, 4 vols., 3s. each): I, *The Mutiny Era and After* (Dalhousie, Canning, Henry Lawrence, Clyde and Strathnairn, Lord Lawrence, Mayo, Nicholson, Havelock); II, *The Company's Governors* (Clive, Hastings, Munro, Malcolm, Elphinstone, Metcalfe, Thomason, Colvin); III, *The Governors-General and Dupleix* (Cornwallis, Wellesley, Hastings, Amherst, Bentinck, Auckland, Hardinge, Dupleix); IV, *The Princes of India and Albuquerque* (Asoka, Babar, Akbar, Aurangzib, Madhava Rao Sindhia, Haidar Ali, Tipu Sultan, Ranjit Singh, Albuquerque). Abridged from "Rulers of India."

The Lesser Colonies

J. RODWAY, *The West Indies and the Spanish Main* (Fisher Unwin, "Story of the Nations," 7s. 6d.).
H. E. EGERTON, *Sir Stamford Raffles* (Fisher Unwin, O.P.).
J. A. B. COOK, *Sir Stamford Raffles* (Stockwell, 7s. 6d.).
R. COUPLAND, *Raffles* (Oxford University Press, 6s.).
Sir R. K. DOUGLAS, *Europe and the Far East*, 1506–1912 (Cambridge University Press, 9s.).

C—Sources

V. T. HARLOW, *Voyages of Great Pioneers* (Clarendon Press, 6s.). Extracts from the journals of the discoverers from Marco Polo to Captain Cook; splendid reading for School and Higher Certificate pupils.
E. J. PAYNE, *Voyages of Elizabethan Seamen* (Clarendon Press, first series, 5s., second series, O.P.).
—— and C. R. BEAZLEY, *Voyages of Elizabethan Seamen* (Clarendon Press, 4s. 6d., abridged from the above).
*ADAM SMITH, *Wealth of Nations*, Book IV, Chapter 7 (World's Classics, 2s.).
A. B. KEITH, *Selected Speeches and Documents on British Colonial Policy* (World's Classics, 2 vols., 2s. each).
EDWARD GIBBON WAKEFIELD, *View of the Art of Colonisation* (Clarendon Press, 5s.).
Sir C. W. DILKE, *Greater Britain* (Macmillan, O.P.); the book which did most to turn mid-Victorian opinion towards Imperialism.
—— *Problems of Greater Britain* (Macmillan, O.P.).
H. E. EGERTON, *Federations and Unions Within the British Empire* (Clarendon Press, 8s. 6d.).
A. P. NEWTON, *Federal and Unified Constitutions* (Longmans, 15s.); this and the above book contain the principal constitutional enactments of the Commonwealth, with commentaries.
—— *Select Documents Relating to the Unification of South Africa* (Longmans, 25s.).
G. W. EYBERS, *Select Constitutional Documents of South African History*, 1795–1910 (Routledge, 21s.).
*BURKE'S *Speeches on America.*

A. B. HART, *American History Told by Contemporary Writers* (Macmillan, 4 vols., 14s. each): I, 1492–1689; II, 1689–1783; III, 1783–1854; IV, 1845–1900.
BELL and MORRELL, *Select Documents on British Colonial Policy*, 1830–1860 (Oxford University Press, 25s.).
W. MACDONALD, *Select Charters and Other Documents Illustrative of American History*, 1660–1775 (Macmillan, O.P.).
—— *Documentary Source Book of American History* (Macmillan, 10s.).
D. S. MUZZEY, *Readings in American History*, (Ginn, 13s. 6d.); suitable for School Certificate work.
J. MUNRO, *Source Book of Canadian History*, 1535–1913 (Bell, 2s.); School Certificate Standard.
G. H. SWINBURNE, *American History Source Book* (Bell, 5s.).
RAMSAY MUIR, *The Making of British India* (Manchester University Press, 7s. 6d.); sources connected by a running commentary.
A. B. KEITH, *Selected Speeches and Documents on Indian Policy*, 1750–1921 (World's Classics, 2 vols., 2s. each).
ANDERSON and SUBEDAR, *The Last Days of the Company—A Source Book*, 1818–1858 (Bell, 3 vols.): I, *The Expansion of British India* (4s. 6d.); II, *The Development of an Indian Policy* (5s.); III, *The Economic Policy of the Company.*
H. MERIVALE, *Lectures on Colonisation and Colonies* (Longmans, 21s.); Lectures delivered nearly a century ago, and reflecting contemporary opinion.

D—Atlases

Historical Atlas of the British Empire (Macmillan, 1s.).
J. G. BARTHOLOMEW and K. R. CRAMP, *Australasian School Atlas* (Clarendon Press, 4s. 6d.).
ERIC WALKER, *Historical Atlas of South Africa* (Clarendon Press, 10s. 6d.).
C. JOPPEN, *Historical Atlas of India* (Longmans, 3s.).
Oxford Historical Atlas: the following maps are of special interest for students of colonial history: By H. E. EGERTON, No. 85, *European Colonies, &c., 15th to 17th Centuries*; No. 86, *European Colonies, &c., after 1713*; No. 87, *European Colonies, &c., after 1763*; No. 88, *United States of America after 1783*; No. 89, *Colonies and Dependencies*, 1815–1897. By G. G. ROBINSON: No. 90, *South Africa Before the War of 1899–1902* (Clarendon Press, each map, with commentary, 1s. 6d.).

ANNUAL REUNION OF UNIVERSITY CORRESPONDENCE COLLEGE.—The thirty-third reunion dinner of University Correspondence College was held at the Holborn Restaurant on Thursday, November 7. It was attended by a large number of tutors and students, including many from the incorporated institution, University Tutorial College. The principal, Dr. William Briggs, presided. Speeches in which the toasts of the University of London, University Correspondence College, and University Tutorial College were proposed occupied a prominent place in the proceedings. A noteworthy feature of the occasion was the presence of Dr. E. G. Graham Little, member of Parliament for the University of London.

* * *

THE B.B.C. YEAR BOOK, 1930.—Under the title of "The B.B.C. Year Book, 1930," the B.B.C. has published for the third year in succession its annual review of the aims and achievements of the broadcasting service in Great Britain and Northern Ireland, with a survey of progress that has been made in the Dominions, in Europe, and the United States of America. The price of the publication is two shillings. Prominent among the new features is a comprehensive summary of the pioneer work performed by the old B.B.C. during the four years of its existence. This section contains a tabulated list of outstanding broadcasts and programmes of an unusual nature between November, 1922, and December, 1926. Foremost among the special articles is a report on the progress that has been made with the regional scheme. The Northern regional transmitter will use the longest medium wave of all the regional transmitters and its service area will be greater than that of London; it will use three 500-ft. masts to support the two aerials. The regional stations of Daventry, London, and Manchester will cover about 75 per cent of the population of the British Isles with a service of alternative programmes. The Scottish regional station, based on Edinburgh and Glasgow, and the West regional station, based on Cardiff, Swansea, and Bristol, will cover the remaining 25 per cent. It is estimated that two and a half years will elapse before the scheme is completed and in working order.

* Prescribed for the Oxford Local Higher Certificate Special Syllabus in History (History IV.).

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Correspondence

THE SCHOOL CERTIFICATE: A NEW PROPOSAL

Dr. Edwards' New Proposal for the School Certificate opens up a fruitful line of thought, but only attempts to solve one part of a wider problem. Some time back I drafted a scheme for meeting those defects which he has chiefly in mind, but I should like now to call attention to an existing evil which could only be aggravated if a school-leaving record for all replaced the certificate awarded to the supposedly better candidates. Surely Dr. Edwards leaves out of account the growing national importance of the certificate as such—it is required even of salespeople in some London shops as a proof of general education and intelligence. Records guaranteeing the former, but not necessarily the latter, would be suspected by employers even more than the document now issued. It is idle to assume that they would scrutinize them with care and understanding; they would merely be confirmed in their present slogan: "That certificate is all very well, but have you got Matric.?" For even now their rule of thumb is too often the arbitrary selection of subjects required, not for the rejuvenation of British industry and commerce, but for the pursuit of an academic degree.

The crazy matriculation worship of to-day is the fault of the universities and equally of the academically-minded teachers. The County Councils Association believe that matriculation requirements cause a large number to be withheld from the School Certificate Examination, while many pupils who are prepared, though not always entered for it, may be forced into a groove suiting neither their particular abilities nor their future careers. The tyranny of "Matric." distorts the vision of thousands overseas and Mr. Ormsby-Gore (Report presented to Parliament, December, 1928), when deploring the denationalizing influence of our "blackcoat" education in the Colonies, might have added that from this standpoint the London external degree is an Imperial disservice.

If, in an examination intended to "follow the teaching," all the responsible bodies combined to face the needs of the ninety-five out of every hundred secondary school children who are not destined for higher academic studies, their efforts might still be stultified by the variegated requirements of those irresponsible institutions, the universities. Variegated?—they are slow to listen to any plea for co-ordination, such as was lately urged by the Association of University Teachers. A concrete example of their restrictive power: An article on general science in *The Journal of Education* of December, 1928, defined its aim as nothing less than the revival through education of British agriculture. But the bathos of it!—if it does not count for "London Matric." the schools will not take readily to the regeneration of our countryside. Again, in a world which has a tragic need of mutual understanding, in an economic struggle where the importance of foreign language study is paramount for our national recovery, "The study of Latin has been gaining ground in recent years," because "it is protected by the requirements of the universities." Thus speaks the Board of Education who, having allowed its Classics Inspector to rejoice in March that he found 131,107 pupils studying Latin, itself complains in July that only 18,430 were learning German, while 719 were examined in Spanish.

What is the remedy? First, let matriculation exemption cease absolutely to be an object of barter; let it concern none but *bona fide* students *at the time of their seeking admission* to a university. Next, pending its transference to the Higher School Certificate, let all universities adopt one standard: Five credits, including English and at least one subject from Group II or Group III. In practice this would qualify for admission, and rightly, every one with five credits or over, including English Anomalies would disappear, there would be a clear-cut issue for employers if exemption bore a simple relation to the number of credits, and schools would be free to aim at a good general standard along the most suitable lines.

Any fear that this would compel universities to admit a wrong type springs from their parochial tradition that no other branch of education knows its own business. They have no genuine conception themselves of how best to develop intelligence at the age of 13 to 16—for it is across the adolescence of the nation that they trail the inglorious monopoly of their exemptions—and matriculation alone can never prevent all waste of public and private money on university students. "Many of them are both able and eager to learn. But others are neither able nor eager. Under our present economic system they are enabled to come to Cambridge because their parents are wealthy. By so doing they keep out others who are better qualified intellectually to learn, and more willing to do so" (Mr. J. B. S. Haldane, *The Listener*, November 6, 1929).

Space forbids discussion of how far the present situation is due to university monopoly of school examinations, but I would plead for a new understanding of all branches of education, from lowest to highest, as an organic whole. If I have said hard things of my own branch, that is because it is most insistent in claiming for itself the freedom which it denies, perhaps unwittingly, to others. We teachers need a generous and classless faith in our essential solidarity, that we may pull together in the greatest of all tasks. For the future is in our hands.

MUTUAL DEPENDENCE

Since Dr. Edwards first described his proposal in the *Journal* more progress has been made in the direction indicated than is commonly recognized: on the teaching side a demand for greater elasticity in the contents of the groups; on the other concessions in that direction.

At first the complaint was that the examining bodies (wrongly) determined the curriculum as well as the syllabus. That is no longer true, except within very wide limits, though they still do, to a great extent, control the syllabus within the subject. Whether this control of the syllabus is a good thing or not hardly affects the question now under discussion. But the net result to date is this: that no conceivable secondary school curriculum would fail to provide instruction in a sufficient number of subjects to qualify for a certificate.

Nevertheless, as a matter of practical economics, no single school can match the elasticity of the groups by giving instruction in all the subjects included. Hence there is a double restriction from the individual candidate's point of view: that of the group requirements (fairly wide, with the single exception of Group II, in which the *nature* of the subjects possible is in all cases the same); and the school curriculum (which in practice narrowly limits the choice within the group). It would therefore seem that the difficulties of certain types of pupil, otherwise of high general intelligence, are due rather to the circumstances of their school than to the examination regulations.

There is, however, a vast difference between studying a given group of subjects and being forced to reach a certain standard in each under penalty of being sent out into the world as a failure in all, if a failure is registered in one which happens to be considered essential by the examiners.

Unhappily, under the present system examiners and school combined not only determine the nature of the subjects to be studied (which would, however, be much the same without external compulsion), but the examination regulations definitely determine the *pace* at which each shall proceed. In this way the examination becomes the active cause of much cramming in weak subjects; that is, it leads to the acquisition of information which the pupil has not sufficient time to remould in the cast of his own thought processes. It would thus appear that there is no remedy under present circumstances short of a general lowering of the standard—which is, admittedly, already a rather low one.

Now that is one of the dangers which have all along been present in the minds of the supporters of the "New Proposal," and was one of the chief considerations that led to the formulation of the scheme suggested. There was, and is, grave danger that the Certificate would be brought into discredit by such a limitation of the demands made upon the candidate's knowledge. It is already a fact that under the system of compensation the majority of (subject) passes have been below the credit

(*Continued on page 864*)

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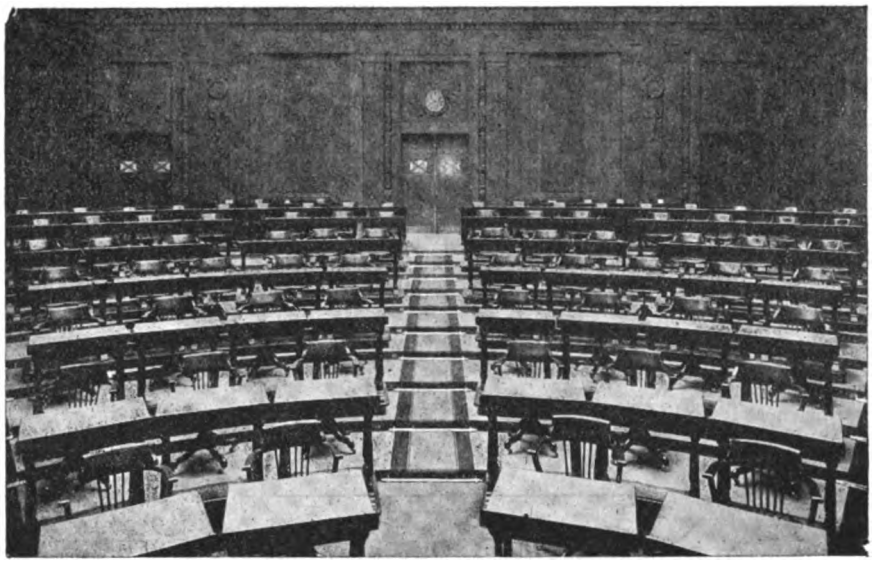

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standard. (Previously the credit standard was the norm for a pass. The present system by which a candidate may "pass" in a subject for group and aggregate purposes, and yet not have this "pass" recorded on his certificate, is a manifest absurdity.) And even so, aided as they are by this compensatory-group-aggregate system, less than seventy per cent gain certificates! Some educational bodies claim that (as was the original intention) at least eighty per cent should be able to pass. How, under the present system, is this to be attained without lowering the standard?

The scheme now advocated—by which the work of the examining body is limited to providing each candidate with a statement similar to that with which they can now be supplied "on payment of a shilling," would ensure the maintenance of the credit standard in each subject, and, through freedom from restriction, enable a larger number of candidates to obtain evidence of those successes which at present go unrecorded (or uncertified) because of failure in some group requirement. Equally the temptation to cramming would be removed, and with it, the worst evil of all examination systems.

May I add that the suggestion of Miss Fletcher (quoted by Mr. Oates) is a modification of one made by myself in an article in the March, 1926, issue of *The Journal of Education*. It was then thrown out admittedly as a tentative proposal. The correspondence that followed brought out very clearly the almost insuperable difficulties involved, and showed that it contained dangers as great as those it sought to remedy.

P. H. PRIDEAUX.

MR. BERNARD SHAW AND EDUCATION

On November 21 Mr. Bernard Shaw lectured to the Fabian Society on the probable events in the coming ten years. His thesis was that we needed a complete scrapping of our present parliamentary system and of our present education. His views on the democratic parliament are well expressed in "The Apple Cart." As for our present morals, manners, and education, he had no use for them whatever. Our morals were still those of the robber barons of the Middle Ages. Lord Birkenhead and Mr. Churchill were survivals of that age. The events at Denshawi, Amritsar, and Dublin proved (he said) what he asserted. As for our education he opined that it needed as complete a change as that operated in Russia since 1917. Our teaching of religion was a sham which the teachers themselves knew to be a sham, and founded on a book that had no possible reference to modern needs. He would prevent by law any one who had been educated at any university or at any public school from coming near a child to teach it. How he would get teachers for his new school he did not deign to explain, but it was said of Lord Chancellor Brougham that if he had only known a little law he would have known a little of everything. Mr. Shaw has been a great educator of our race in his plays, and is one of the mightiest intellects now living, but as it is said that Einstein cannot add up a column of figures, so Mr. Shaw cannot be expected to deal with the common-sense details of method and educational policy.

DE V. PAYEN-PAYNE.

Personal Paragraphs

MISS BEATRICE C. MULLINER, Headmistress of Sherborne School for Girls, is retiring at the end of term. She was appointed when the school was founded in 1899, and has rendered thirty years' service in office. Her successor is to be Miss H. V. Stuart, Housemistress and Head of the classical side at St. Leonard's School, St. Andrews. Miss Stuart went to Girton College from Notting Hill High School with an open classical scholarship. At Girton she was awarded the Butler Prize for Greek and took classical honours in the final. She was then appointed on the staff of St. Leonard's, and later attended Darlington Training College. In 1925 she was awarded a travelling scholarship by the English Speaking Union, and studied methods of education in America. On her return she took up her present position at St. Leonard's.

* * *

SIR EDMUND PHIPPS, deputy-secretary to the Board of Education, is to retire on December 30th. Sir Edmund was formerly an assistant master at Clifton College, and for three years tutor to the children of the Duke and Duchess of Connaught. Lady Phipps, wife of Sir Edmund, was recently elected Mayor of Chelsea.

* * *

THE King has approved the appointment of Mr. Robert Sangster Rait, C.B.E., Historiographer Royal for Scotland, Professor of Scottish History and Literature in the University of Glasgow, to be Principal of the University of Glasgow in succession to Sir Donald MacAlister, Bart., K.C.B., resigned.

* * *

DR. EDWIN DELLER, the recently appointed Principal of the University of London, has been acting-principal since Dr. T. Franklin Sibly resigned to become Vice-Chancellor of the University of Reading. Dr. Deller was born in 1883 and educated at King's College, University College, and the London School of Economics. He graduated LL.B. in 1911, and LL.D. in 1916, becoming a fellow of University College in 1924. Formerly in the service of the Kent Education Committee, he was appointed a secretary in the University in 1912. During the War he was instructor in the Inns of Court O.T.C., and later served in the Ministry of National Service. In 1920 he became Assistant Secretary to the Royal Society, but retired to the University in 1921 on being appointed Academic Registrar. He was closely associated with Sir Cooper Perry for many years, and he has a wide knowledge of the administration of the University.

* * *

PROF. HUGH STEWART, the new Principal of Nottingham University College, in succession to Principal W. H. Heaton retired, has been Professor of Latin at Leeds University since 1926. Formerly Professor of Classics at New Zealand University, he joined the New Zealand Expeditionary Force on the outbreak of war, commanding the 2nd. Canterbury Regiment. In 1917 he was awarded the D.S.O. and Military Cross. After the War he acted as Hon. A.D.C. to the Governor General of New Zealand, and Colonel commanding the South Island Infantry Brigade. He is the author of the official history of the New Zealand division.

* * *

WESTHILL, the Teachers' Training Centre in connexion with the Selly Oak Colleges, Birmingham, is fortunate in securing Dr. Basil A. Yeaxlee as its new Principal in succession to Mr. G. Hamilton Archibald. Modern methods of religious education in day school as well as Sunday school owe much to Mr. Archibald and the lead he has given for over twenty-one years at Westhill will be well carried on by Dr. Yeaxlee. Education, both adult and juvenile, Dr. Yeaxlee has made his vocation. After being at New College, London, and Mansfield College, Oxford, Dr. Yeaxlee was for a time assistant minister of the Emmanuel Congregational Church, Bootle. He then became one of the editors of the United Council for Missionary Education, and later was in charge of educational work for the London Missionary Society, and during the War for the Y.M.C.A. After being Secretary of the Educational Settlements Association, he last year became Editor of the old-established *Sunday School Chronicle*, the wider scope of which, under his charge, he indicated by changing its title to *The New Chronicle of Christian*

(*Continued on page 866*)

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Education. He was a member of the Master of Balliol's Committee at the ministry of reconstruction, and since 1921 he has been a member of the Adult Education Committee of the Board of Education. He is also associated with the B.B.C. Education Committee. His thesis for his London Ph.D. degree was published under the title of "Spiritual Aspects of Adult Education." He is an educationist and sound scholar, whose influence through his coming work at Westhill is bound to be widely felt.

* * *

THE French Government have, through the Ministère de l'I.P., awarded the Decoration of Officier d'Académie to Mr. G. S. Sandilands, who has for the past eight years held the post of Secretary in the Faculty of Arts of the Institut Français du Royaume-Uni, South Kensington.

* * *

PROF. Rhys Roberts, who died at Peacehaven recently, was for twenty years prior to 1904 Professor of Greek in the University College of Bangor. Since 1904 he had been Professor of Classics in the University of Leeds, and was a member of the Prime Minister's Committee on the Classics, in 1919–21.

* * *

BEFORE taking up his appointment at University College, Manchester, the late Prof. Tout was Professor of History at St. David's College, Lampeter, where in a very short time he established a history school which became well known throughout the country, and from which students soon took the principal scholarships and exhibitions at the older universities.

* * *

BY the death of Sir Graham Balfour, on October 26, at the age of 71 years, a great administrator has been lost to education. Born in 1858, Sir Graham was educated at Marlborough and Worcester College, Oxford. After practising for a time in the Chancery division, he travelled abroad for some years, living for three years with his cousin, R. L. Stevenson. In 1898 he published a standard work on the educational system of Great Britain and Ireland. Later he became director of education in Staffordshire. In this office he worked assiduously for twenty-three years, and the results of his efforts to bring to maturity the Acts of 1902 and 1918 throughout the Midlands will stand a memorial to his name for many generations. Despite the arduous nature of his office, Sir Graham held many important honorary positions: chairman of the Board of Directors and Secretaries of Education, director of the Education Scheme set up for the benefit of British soldiers in France, member of the Reconstruction Committee on Adult Education, and member of the Consultative Committee of the Board of Education. He was knighted in 1917. His was an inspiring personality and his high conception of public service and his lovable disposition enabled him to overcome difficulties which would have been a stumbling block to many. ONLOOKER.

Prize Competitions

The winner of the November Competition is "Fidelis," *proxime accessit* "H.R."

The winner of the October Competition was the Rev. H. J. Chaytor, M.A., St. Catherine's College, Cambridge.

We classify the thirty-six versions received as follows:

Class I.—Fidelis, H. R., Cairnmount, Duo, Trina, Als ob, Chardonne, Cadwal, Pices, Lacy, M. K.

Class II.—Icenus, Woodlea, Superannuated, Esse quam videri, Copt, J. E. M., Miltonensis, Bow-wow, Mosella, H. V. M., Tylney, A. Knowles Merritt, J. C. S.

Class III.—E. M. S. Undine, Katty Ann, Yendu, Jet, Peter, Ranger, J. F. R., Dane, Ynot, Windibusch, Sehnsucht.

PASSAGE FROM "DER SCHMIED SEINES GLÜCKES," BY GOTTFRIED KELLER. (Insel Verlag, Leipzig)

Freilich lag eigentlich mehr Mühe darin, als er in seinem Spruche von den wenigen Meisterschlägen zugestehen wollte; allein man hat ja immer die Werke des Genies fälschlich für mühelos ausgegeben.

Wenn nun die beiden Frauenzimmer das Glück waren, so liess es sich nicht ungern in dem ausgespannten Netze des Meisters fangen, ja er schien ihnen mit seiner Ordentlichkeit und seinen vielen Kleinodien gerade der Mann zu sein, den zu suchen sie ins Land gekommen waren. Sein geregelter Müssiggang deutete auf einen behaglichen und sichern Zinsleinpicker oder Rentier, der seine Werttitel gewiss in einem artigen Kästchen aufbewahrte. Sie sprachen einiges von ihrem eigenen wohlbestellten Wesen; als sie aber merkten, dass Herr Kabys nicht viel Gewicht darauf zu legen schien, hielten sie klüglich inne und ihre Persönlichkeit für das, was diesen guten Mann allein anziehe. Kurz, in wenig Wochen war er mit dem Fräulein Oliva verlobt, und gleichzeitig reiste er nach der Haupstadt, um eine reichverzierte Adresskarte mit dem herrlichen Doppelnamen stechen zu lassen, anderseits ein prächtiges Firmaschild zu bestellen und einige Handelsverbindungen mit Kredit für ein Geschäft mit Ellenwaren zu eröffnen. Im Uebermut kaufte er gleich noch zwei oder drei Ellenstäbe von poliertem Pflaumenholz, einige Dutzend Wechselformulare mit vielen merkurialischen Emblemen, Preiszettel und kleine Papierchen mit goldenem Rande zum Aufkleben, Handlungsbücher und derartiges mehr. Vernügt eilte er wieder in seine Heimatstadt und zu seiner Braut, deren einziger Fehler ein etwas unverhältnismässig grosser Kopf war.

TRANSLATED BY "FIDELIS"

This meant to be sure, more effort that he would have admitted in his maxim of a few master-strokes; but then the works of genius were always wrongly represented as effortless.

If now the two women-folk were his good fortune, it was a fortune that was quite ready to fall into the master's outspread toils; indeed he seemed to them with his gentility and his many trinkets to be just the man they had come into the country to find. His regular and leisured life pointed to a man of comfortable private means, with snug little investments, who kept, no doubt, his securities locked up in a nice little box. They spoke of their own easy circumstances, but observing that Mr. Cabys seemed little concerned therewith they wisely stopped and assumed their personal qualities to be the sole attraction for this good man. To cut a long story short, in a few weeks he was engaged to Miss Oliva, and at once posted off to Town, to have a highly ornamented card engraved with the glorious joint-name, and at the same time to order a splendid signboard and open some credits with wholesale firms for a drapery business. In his enthusiasm he bought as well two or three yard-measures of polished plumwood, a few dozen bill-heads adorned with various fantastic devices, price lists and little gummed slips with gilt edges, account books and such-like. Delighted, he hastened back to his native town and to his fiancée, whose only fault was that her head was rather too large for her body.

It was a question whether we should put every one into Class I, and extend that Class from no blemishes at all to two or three. In the end we decided that it was clearer to put in Class I those ranging from no errors to one whole or two halves, in Class II those with one and a half or three halves, in Class III those ranging from two downwards, though even the worst paper, that of "Sehnsucht," has only four faults. Truly we are in skilled and learned company.

The prize nearly went to every one in Class I, the blemishes were so trivial; here are a few: "H. R." translates *Spruch von den wenigen Meisterschlägen* as *the few master-strokes achieved.* But we admire "H. R's" fluent and graceful English. "Cairnmount" says *when he talked*, but *Spruch* is a proverb or saying, not a conversation. "Trina" quite unnecessarily called her *Frauenzimmer* the *young ladies.* As a matter of fact, in Gottfried Keller's

(*Continued on page 868*)

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book they were mother and daughter. It is always a mistake to add anything to the original, especially when the context is not known. "Duo" gave a very pleasing version, but unaccountably altered it slightly; *good fortune came in the guise of the two women, they were not loth to find themselves caught up in the net spread by the good gentleman; fortune* was the subject of *caught*, or rather *it*, standing for *fortune*. *Good gentleman* belongs farther down in the passage. "Als ob" calls them *damsels*, and avoids trouble over *rentier* by leaving it untranslated. Many competitors connected it with *rents*, and from that to making him keep *title-deeds* in his nice little box was but a step. *Rentier* is the French word and means one in receipt of an income from investments. "Chardonne" translates *Spruch* as *spoke sententiously*, and also goes astray in *gleich noch zwei oder drei Ellenstäbe*. It does not mean *two or three more*, but that he bought *also, as well*, or *besides*, &c. "Chardonne" had many competitors to keep him company in this mistake. We commend "Cadwal's" rendering of *Spruch* as a *saw*, but it was a pity to translate *Persönlichkeit* as *persons* and *Adresskarte* as *announcement card*. "Pices" has *Master-blows* for *Meisterschlägen*, which is astonishing regarded in the light of the rest of his elegant version; he also makes the slip about *title-deeds*. "Lacy" slipped down over *title-deeds* and also became a little involved in *let the good man find in their personality just what might attract him*. "M. K." has *alias* for *anderseits* and begs the question of *Formulare* by leaving it as *formularies*.

We greatly regret that our readers were given unnecessary trouble by printing errors. Our proof never reached us, and it was too late to get a second pull by the time we realized that it must have miscarried. We made the correction desired by "Superannuated," but he will see that it was not quite correct even then. In this case it did not mean *on the other side*, but *elsewhere* or *as well*, or *in another direction*.

"Woodlea" asks whether there was not a word omitted in *hielten . . . anziehe;* no, the predicate of *ihre Persönlichkeit für das . . .* is *hielten* understood.

"Sehnsucht" left a blank for *Ellenwaren*. It means goods sold by the yard. By the way, we smiled at "Pices," "E. M. S. Undine," and "Chardonne," who all called their drapery *dry goods;* we half expected the word *store* after it! Something must be the matter with "Dane"—three and a half errors is large measure for him.

We thank readers for our nice post; "J. E. M.'s" information that she has never heard or spoken Spanish was an eye-opener to us. It only shows how far the student with a real gift for languages can get by study alone. All hail, "J. E. M."!

We have just come across some lines so delightful that we must "waste" some of our scanty space in sharing them with our friends. We do not know the author or translator, but they are from the Armenian:

Hast du einer Welt Besitz gewonnen,
Sei nicht erfreut darüber—es ist nichts;
Und ist dir einer Welt Besitz zeronnen,
Sei nicht in Leid darüber—es ist nichts.
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Geh' an der Welt vorüber—es ist nichts!

A Prize of Two Guineas is offered for a translation into English verse of the following verses from "Le Lac" by Lamartine:

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Suspendez votre cours;
Laissez-nous savourer les rapides délices
Des plus beaux de nos jours!

Mais je demande en vain quelques moments encore:
Le temps m'échappe et fuit;
Je dis à cette nuit: Sois plus lente; et l'aurore
Va dissiper la nuit.

Assez de malheureux ici-bas vous implorent.
Coulez, coulez pour eux;
Prenez avec leurs jours les soins qui les dévorent,
Oubliez les heureux.

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While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper should be used, and the writing should be on one side of the page only, with a one-inch margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, half an inch) between the lines. The essays should not be longer than five pages. They must be certified by the head of school as being the *bona fide* original and unaided work of the candidates.

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A United Teaching Service

A distinguished schoolmaster has recently written a book on the educational system of this country in which he takes occasion to enter a plea for a teaching service which shall be united, not merely because its members have their names enrolled in one column of a register, but because they are animated by a common purpose and a common spirit. One may cordially accept the latter as the only true bond of union, whilst at the same time one may regard all the efforts that have been made towards the compilation of a register of duly qualified teachers as the outward expression of a spirit of unity which is surely though slowly manifesting itself throughout the various sections of the teaching profession. As any one knows who took part, for example, in an effort to draw primary and secondary teachers together under the auspices of the old Teachers' Guild, a generation or more ago, such an effort was uphill work, partly because one branch of the profession suffered from what it is now the fashion to call an inferiority complex, and partly because the other branch suffered somewhat from the opposite complaint. That relative failure to come and reason together was bound to last, so long as there was no national system of secondary schools, and so long as primary teachers were trained in special institutions that had no connexion with the universities. But a subtle change has come over the whole scene. All teachers alike are now educated in secondary schools, and a considerable proportion of intending primary teachers proceed to the universities. No one who has worked in a training college during the last twenty years can possibly have failed to observe the almost miraculous change which the secondary schools have made in the intellectual equipment and in the personal bearing of the young people who are about to enter upon the vocation of the

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teacher. The old barriers, and the old causes of misunderstanding, have to a great extent disappeared.

Whilst this unseen but really radical change has been going on, making its powerful contribution to the cause of unity, the Teachers Registration Council has brought to a successful issue a task which for many years, and mainly for the reasons we have given, baffled the efforts of teachers, administrators, and legislators. The register is an accomplished fact, for it includes over 60 per cent of persons called teachers in the census returns, which include of course many who would not be accepted for registration. That being so, the time had come for the formation of a society of teachers, based upon the register, and following the analogy of the medical and other professions. That society has been formed, and the King has been graciously pleased to command that it shall henceforth be known as "The Royal Society of Teachers."

The present position may be best understood by a perusal of the following extract from an official statement: "Those who have reached the prescribed standards, and have gone through the period of approved teaching experience are admitted to registration on payment of an entrance fee. The work of the [Teachers Registration] Council, as authorized by Parliament, is directed towards providing the public with a means of ascertaining the professional competence of those who undertake to teach. The body of registered teachers, henceforth to be known as the Royal Society of Teachers, thus forms a corps of professional men and women whose fitness has been tested and approved by a competent body of teachers. Full membership is preceded by a grade of associate-membership, open to those who are beginning the work. The Royal Society of Teachers thus embodies the idea of a united teaching profession."

He would be a bold man who should venture to predict how the consequences of this step will work out during, say, the next forty years, when those who are now about to enter the profession, if they are still alive and still remain in it, will be thinking of retirement. It has been suggested, as one probable development of the present situation, that the division of the Royal Society of Teachers into associates and members may be modified so as to include fellows, as well as associates and members. Such an organization, it is suggested, would imply further tests, and, on the analogy of the army, would imply a staff college for teachers, organized so as to provide opportunities for the study of educational developments at a university, of educational administration at the office of a local education authority, and of educational supervision by temporary association with an inspector of schools. The opportunity of passing through such a staff college would, it is suggested, be open to all who seek promotion to one of the higher posts in the profession, though such promotion might actually come only to a few of them. Much more will no doubt be heard of this and of other plans for a still more complete organization of the profession. Meantime the constitution of the Royal Society of Teachers is a very distinct step in advance.

Occasional Notes

The Education Bill:

WE hope that the Government has been duly impressed with the desirability of making known the terms of its Education Bill at an early date. Mr. Snowden indeed announced that the Government had given a definite pledge that the matter would be dealt with in time for the scheme for raising the school age to come into operation on April 1, 1931, and he added that he did not think that any delay in introducing the Bill would inconvenience the local authorities, because they knew that they must be making their arrangements. But that is just what some of the local authorities are not doing. They are in fact deliberately delaying action until they have further details as to the precise intentions of the Government, particularly with regard to maintenance allowances. It is highly probable, too, that some of the more backward authorities are contemplating the possibility of a change of Government taking place before the necessary legislation is put through. Our own support of the proposal has been so strong that we cannot be suspected of any unfriendly attitude to the Government in this matter, and our motives are purely disinterested when we urge that an early publication of the terms of the Bill would be in the best interests of education. Sir Charles Trevelyan's promise that this is to be done before Christmas is certainly welcome, as is also his announcement that he will do his best to keep education out of the bog of religious controversy.

Preparedness.

ALTHOUGH, as we have said, certain local authorities are unwilling to begin to make their preparations for raising the school age before the Government introduces its Bill, there are some notable exceptions. There lies before us, for instance, the following resolution of the Surrey Education Committee, adopted at its meeting on October 25: "That in the event of the necessary legislation being passed to raise the school leaving age to 15 as from April 1, 1931, this Committee will use its administrative powers to secure that the full advantage of extended education shall be obtained for the children during their additional year of school life, and in order that adequate preparation for this purpose may be made throughout the county, invites the co-operation of managers of voluntary schools and the Diocesan associations in the work of expediting the reorganization of schools in the county, so that the whole of the county may be reorganized by April 1, 1931, or as soon thereafter as is administratively practicable." This indeed shows the right spirit. It is in effect a message to the Government to say: "If you will do your part, we will do ours." Such a resolution coming from an important authority like Surrey is extremely significant. We trust that other authorities will pass similar resolutions and thus indicate their willingness to set to work with the necessary preparations as soon as they get the word. And of course the Government should give that word as soon as possible.

LORD EUSTACE PERCY'S letter to *The Times* on the implications of compulsory education is both timely and convincing. "Compulsory education" is not the ideal. It was introduced at a time when there was no alternative remedy for deplorable conditions of

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vice and ignorance. To-day it implies, as the East Ham case showed, legal coercion in the choice of school, and a tendency to inspect or legislate out of existence all voluntary means of education. If a parent can afford to pay the fees of a secondary school, he is allowed to exercise freedom of choice as to the school to which he shall send his child—a decision of great importance, and a responsibility which the parent should be fitted to discharge. At present, there is, as Lord Eustace Percy says, "the theory that it is improper for a working-class parent to claim or desire any such right." The late Education Minister unfortunately has few constructive suggestions, but his plea that as much latitude as possible should be allowed to parents in the matter of compulsory school attendance will be generally endorsed.

Compulsory Education.

ANOTHER aspect of the question of raising the school age to fifteen is the effect of this policy on small country grammar schools, many with ancient endowments and honourable traditions. The Vicar of Wotton-under-Edge, a small town with an old school provided by Katherine Lady Berkeley, goes so far as to suggest in a letter to *The Times Educational Supplement* that this foundation may be reorganized out of existence. Even if such a result is in some way prevented, it certainly looks as though fees will have to be abolished in the small country secondary schools. We are not hopeful of the Vicar's suggestion that two types of school might be carried on in the same buildings, but general sympathy will be felt with his plea that "once these old foundations are destroyed nothing can ever replace them." Would it not be possible to convert some of these schools into specially subsidized boarding schools for town children whose health conditions are unfavourable?

Country Grammar Schools.

THE Nineteenth Century and After devoted a good deal of space to education in its November issue. The article on "Raising the School Age," by Sir Amherst Selby-Bigge, urges with considerable force that the date fixed upon is too early. He rightly remarks that merely to raise the age without making definite provision for pupils to spend their time wisely will be of little or no benefit. It is essential, therefore, that reorganization should first be undertaken, and Sir Amherst thinks that this reorganization cannot take place in time. He points out that the "practical" instruction which all educationists advocate is far more difficult to provide than "literary" instruction, especially in rural districts. In considering the necessity for better buildings, he says that, apart altogether from the problem of providing extra schools, over 1,000 out of 2,113 black-listed voluntary schools have not been and are not being improved. He does not believe, moreover, that the necessary teachers can be secured, and his final conclusion is that "there is bound to be a great mess." We think that Sir Amherst is unduly pessimistic. After all a start must be made some time and every year lost deprives some children of what ought to be their birthright. Great as the difficulties are, they can be overcome by determination and enthusiasm, and we can only express the wish that the ripe experience of Sir Amherst Selby-Bigge may be utilized in some way by those who are preparing for this great reform.

Two Noteworthy Articles:

THE other article, by R. C. Hutchinson, is entitled: "To Commerce via the University," and answers in the affirmative the question: "Is the University man wanted in business?" In his opinion the value to a man of a university career is in inverse proportion to the amount of money he possesses. The poor undergraduate, provided he has enough money to preserve his self-esteem, gets far more out of Oxford than the wealthy man who is not there to obtain the best that a university can offer. Aptitude for acquiring culture is the real *sine qua non*, but culture is not a marketable commodity. This is why some (unsuitable) men enter the teaching profession when they can find nothing else to do. And when the university man does go into business he is not always happy there. Nevertheless, far-seeing heads of businesses are noting the fact that although university men are at first behind those who start direct from school they catch up later. Perhaps the most suggestive passage in the article is that in which the writer contends that business men often show an amazing ineptitude for reducing a business proposition to its fundamental elements. University training, he urges, will help to get rid of this mental fogginess. Many thoughtful business men will endorse this opinion, probably in more picturesque language. To alter slightly a famous remark, they will admit that there is something in our damned culture after all. Another important point is that although university men should not be above starting at the bottom, they should have some definite prospect of advancement. The article is one that deserves attention both from the business man and from the undergraduate who is looking round for something to do.

The Universities and Commerce.

THE report of the Archbishop's Commission on Religious Education is a document that demands, and will receive, the most careful study and attention. The Commission, which included many very widely-known and respected leaders of educational thought, has completed its task in a fashion that must command the admiration even of those who disagree with its conclusions. The report is couched in admirably clear language, sometimes touched by deep feeling, and is evidently the work of men of statesmanlike attitude of mind who have done their best to make suggestions which will in their view conserve all that they believe to be most valuable in the religious education of the country, and at the same time obviate that religious controversy which is one of the deadliest foes both of education and of religion. There is indeed a minority report containing some influential signatures, but if the majority report can be regarded as embodying a large measure of opinion common to the main divisions of religious thought in the country, and if general agreement on the lines it lays down can be obtained, both among those interested mainly in education and those interested mainly in definite religious teaching, then those who are reluctant to endorse its conclusions might well ask themselves whether an embittered controversy on the points of difference is worth while.

The Archbishop's Commission:

WE think that the recommendation that there must be no mandatory settlement is a wise one. Some areas have already been able to make an

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agreed settlement and their example should be followed. Equally far-seeing is the proviso that there should be no repeal of the Cowper-Temple clause. Closely linked with this is the suggestion that the law should be altered to enable grants to be made to necessitous church schools. No doubt this is controversial, but by general consent a working arrangement might be devised. We are naturally interested in a special way in the effect of the proposals on secondary schools. These schools are at present fortunately free from the religious question and no one in his senses wants to make them the centre of controversy. Controversy will certainly arise if anything in the nature of tests for teachers is to be introduced. We are not sure to what extent the phrase "masters and mistresses who are willing to give it" may be interpreted as leading to some kind of test, but we should like to know the precise procedure which is contemplated. There are, of course, certain defects in the present system. Scripture is being "taught" in some cases by men who do not want to teach it, and whose qualifications are not of the best. In fairly large schools there ought to be no difficulty in appointing a man who is a specialist in the subject and who will eagerly undertake the work. We appreciate the apprehension felt by the Commission that if the education of all boys and girls over eleven becomes secondary in character, these children may be debarred from receiving denominational teaching. But perhaps a "fair exchange" policy could be arranged by which, if this happened, some more of the "under elevens" in voluntary schools recently taken over by local authorities would again come under church influence.

Some Outstanding Points.

THE Royal Commission on the Civil Service has heard evidence on methods of recruitment. Already, the undiluted competitive written examination is dethroned as regards the administrative class, the examination being now "tempered" by a *viva voce* personality test. Sir Russell Scott, Controller of the Establishment of the Treasury, said with truth that open competitive written examination is far more than a test of book learning—it certifies grit and determination, intellectual ability, mental alertness, and what may be called the honourable ambition to excel. But do not qualifying examinations such as those for university degrees serve the same purpose without the educational objections to competitive tests? Those objections are serious enough and should be represented to the Commissioners by qualified witnesses. Sir Russell Scott urged the policy of letting sleeping dogs lie. He is, of course, entitled to his view that "the present system of recruitment for the administrative class should be allowed to remain," but we hope the Commission will be able to devise a method of selection fairer to the modern universities than that which produces the competition wallah.

Civil Service Recruitment:

THE Civil Service Commissioners responsible for the present examination system who have given evidence must be regarded as educational experts. These witnesses asserted that the aim of the administrative group examination is to secure candidates between the ages of twenty-two and twenty-four who have finished their university career and have obtained first-class or good second-class honours. This is virtually an admission that the graduate of the modern university who obtains first-class honours at the age of twenty-one is not wanted unless he is prepared to devote two or three more years in cramming for a competitive examination—the most unprofitable way conceivable of spending these formative years. Would it not be better to allow the intervening years to be spent in travel or in acquiring business experience? As to the personality test, we agree with one of the witnesses, Mr. W. E. Llewellyn, that it is difficult to assess personality by means of marks. Too often, he said, it became an inquiry into social status.

Expert Evidence.

WHEN the principle of co-option was introduced into the constitution of local education committees, the purpose was to secure the inclusion of "persons of experience in education, and of persons acquainted with the needs of the various kinds of schools in the area," and also the inclusion of women members. Conditions have changed as regards the need for special provision for women members of education committees. From the first, there was doubt whether the appointment of co-opted members was legally obligatory, and it will be remembered that the principle was challenged by the London County Council, except as to women members. Is the principle of co-option a violation of democratic government? Apparently it is so regarded in a certain county borough which proposes to dispense with co-opted members. When the 1902 Act was passed, this *Journal* took a decided line as to the need for the representation, direct or indirect, of the teaching profession. We see no reason for any change of view—rather the contrary, since the trend of industrial control in recent years has been in the direction of calling in counsel representatives of the workers.

Co-opted Members

SCOTLAND differs in many respects from England in the situation created by the decision of the Government to raise the age of compulsory attendance. Generally speaking the change-over to the new arrangement will be simpler and easier. There will be no need for any special legislation, since the Education (Scotland) Act of 1918 already provides for the addition of the extra year, on a day to be appointed by the Education Department. Nor will any special provision need to be made for extra teachers, except perhaps in certain practical subjects, since there is at present a sufficient number of unemployed teachers, including a considerable number of the graduates needed for the highest classes, to meet the extended demand for increased staffs. Even in regard to the special courses to be created for the many pupils who will have three years to go beyond the elementary stage, the experiments of the last few years with Advanced Division Courses of all sorts should prepare the way. The best of these Advanced Division Courses are very good and will make a good basis for a real secondary education or a preparation for technical training, as the case may be. Much of this is indicated in the Circular which has just been issued for the enlightenment of Education Authorities. The Circular as a matter of fact says little that was not known already. Even the statement that it is not the intention of the Government to recall after April 1, 1931, children exempt from further attendance under the present law, and that accordingly the full

The Raising of the School Age in Scotland.

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effect of the raising of the age will not be felt until 1932, while real news, might have been anticipated. Some Scotsmen have suggested that the age might be raised in Scotland even if the Government's intentions for England for any reason came to naught. The Secretary of the Education Department dispels any slender hope there may have been of that by pointing out that the financing of the change depends on Scotland getting a proportionate increase in grant consequent on the extra English expenditures which the raising of the age south of the Border would entail.

A Celtic College in Iona.

DURING the last five years there has been talk from time to time of the establishment of a Gaelic College in the Island of Iona with American money. In 1924 a body called the American Iona Society was founded in New York to raise sufficient funds to set up a centre of Celtic language and culture in the Scottish Highlands. The scheme at the time provoked a good deal of unfavourable criticism, partly on the ground that there was a lack of practical sense about it, partly due to its American origin. The matter has again come into the limelight with the report that the American Committee has failed to raise sufficient funds for the complete scheme, but that it is intended to go on with a modified plan in which the kind of training likely to revive the economic life of the Highland people will receive special attention. The critics now raise the cry of sacrilege and point out that, apart from the unsuitability of Iona for a technical college, it would violate all the decencies to force in among the associations of the most sacred spot in Western Christendom such an ultra-modern institution. To this the reply of Mr. Angus Robertson, whose visit to New York in 1924 led to the initiation of the scheme, is that there is no intention of departing from the original design, and that a movement for the raising of the necessary funds is once more on the way in America. Those who see with regret the declining of the Gaelic in Scotland will wish the new venture well, with always a doubt whether this is just the way to prevent it.

University Scholarships.

WE welcome Lord Eustace Percy's contribution to *The Teachers World*, in which he directs attention to a serious defect in the present university scholarship system. He points out that the nation is spending about £650,000 a year on assisting students at the universities, but that nearly the whole of this is being devoted either to the training of teachers earmarked in advance for the teaching profession, which absorbs about 45 per cent of it, or to undergraduates who are taking a degree after not more than three years' residence. Thus the poor scholar finds himself stranded at the age of 21, though he has a good honours degree. He must turn his degree into money at once, and he either enters the teaching profession or, if that is too distasteful, takes the first job that offers, with the result that in all probability the community loses the return which it ought to receive. While we might not go quite so far as to agree with Lord Eustace's opinion that if we are to spend more money on education this is the first direction in which we ought to spend it, we do think that serious attention should be given to the matter with a view to some alleviation of the present position. We concur heartily in the suggestion that any student whose education requires it, and whose abilities justify it, should normally be able to remain at the university for a fourth or even a fifth year, and that the universities themselves, from their personal knowledge of the students, should administer the public funds which would be necessary. It is well to be reminded that education may be truncated at the top as well as lower down.

The Cinematograph: an international view.

WE have received the first number of the *International Review of Educational Cinematography*, which is intended to be the monthly publication of the International Educational Cinematographic Institute, League of Nations. A strong administrative council, representing several nations, is responsible for the operations of the Institute. It is obvious that the film speaks a practically universal language, and that its international influence, for better or worse, may be very great. Hence the interest of the League of Nations in the various problems presented by film production and exhibition. In this first number of the *Review* we note two papers on "The Child and the Film," one on "The Family Cinematograph," one on "The State Control of Films in Germany," and so on. A comparison of the practices which prevail in different countries cannot but be of service, and the very existence of such a review will be a substantial safeguard against the exploitation of national prejudices for the purposes of private gain. The *Review* is well produced, but the English is sometimes odd.

Oversea Education.

THERE appeared on October 1 the first issue of a new quarterly, published at one shilling, and devoted to the subject of oversea education. Its full title is *Oversea Education: a Journal of Educational Experiment and Research in Tropical and Sub-tropical Areas.* The new *Journal* is published by the Oxford University. Press for the Secretary of State for the Colonies. In this first number there appears a preliminary article on "Research and Experiment in Oversea Education," from the pen of Mr. Ormsby-Gore. Mr. Rothenstein deals with "The Development of Indigenous Art," and there are articles on the training of village school teachers in Kenya, on village schools in Palestine, and on compulsory education in Tonga. The *Journal* hopes to stimulate inquiry, and to prevent waste of time and money upon the investigation of schemes which have been tried and found wanting, or about which full information is already available. In fact *Oversea Education* aims at becoming a clearing house of knowledge and ideas about tropical and sub-tropical education, and thus making appeal to a public even beyond the bounds of the British Empire.

Theological Education in Wales.

THEOLOGICAL education in Wales is rapidly being co-ordinated into a system likely to prove of the greatest efficiency. As late as the end of the last century, there was no other avenue for training for the pulpit of the great Nonconformist bodies than the various preparatory schools whose existence was due to some outstanding personality, generally preacher as well as teacher, who had not found a niche in the ordinary schools of the country. In these schools were to be found men of all ages, some

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seeking to remedy deficiencies of an earlier and much abbreviated elementary education, others pursuing courses approximating to that done in the lower form of modern secondary schools. All were on the way to the theological college and the pulpit. But the secondary school has very largely, though not entirely, taken the place of the preparatory schools, the theological colleges have become more and more associated with university colleges and the best of the candidates for the university now consider it necessary to add a degree in divinity to one in arts. The University College at Bangor has come to be regarded as the stronghold of theological education in Wales. Under the impulse of its last principal, Sir Harry Reichel, a school of theology has been set up in which the teaching staffs of neighbouring theological colleges play an important and dignified part. All would be well with the standard of the pulpit in Wales did not industrial depression condemn ministers of religion to a precarious existence.

University Development in Wales :

IN common with most universities in this country the University of Wales has been compelled to lay aside for some years important schemes of development, but now there are signs, welcome signs, that a move forward is to be made in many directions. The growth of University College, Swansea, has been such that its Principal is now appealing for a considerable increase of accommodation to meet the growing activities of the College and the urgent needs of this area. The authorities of University College, Aberystwyth, have been offered an extensive site, near the National Library, on a hill overlooking Cardigan Bay. In acknowledging the gift the learned principal, Dr. Stuart Jones, said that he saw "with the eye of faith the vision of a Parthenon dominating the Western Athens, commemorating the greatest of all victories—the victory of knowledge over ignorance, of light over darkness, which is the end and crown of learning." The experience of the new Principal of University College, Cardiff, in establishing contacts with industrial and commercial life around Birmingham University is already bearing fruit in a new linking of interest between his College and the business community. A gift of £20,000 for the establishment of a chair of industrial relations seems to foreshadow the setting up of a strong commercial faculty there.

And Reorganization

NEGOTIATIONS of the greatest interest and importance are proceeding in Wales to the end of finding a solution of the problem of the education of senior children up to 15 years of age. If these negotiations between the Central Welsh Board, the Federation of Education Committees, and the university authorities are successful, then the question of reorganization in Wales will at once be dealt with on lines considerably in advance of those on which education authorities in England will, in the main, proceed for some years to come. The idea is that, as Wales is already provided with a complete network of secondary schools, all centrally situated, and with wide experience of the education of senior children, the aim should be not to build side by side with them a new system of selective and non-selective central schools, but to develop the secondary schools as schools with "modern" and "grammar" sides, and to provide easy transfer for suitable children from one side to the other. All sorts of difficulties lie in the way. Many of the Welsh secondary schools are worked under schemes drawn up under the Welsh Intermediate Education Act, fees are charged, and the examination system is highly developed. But the new idea is a promising one for it will remove the possibility of mutually destructive competition and modify the worst features of the examination system. In no part of the country could so valuable an experiment be so favourably tried.

Schoolmasters' Association (Ireland).

THE annual meeting of the Schoolmasters' Association (Ireland), representing the Protestant Secondary Schools of Ireland, was held on November 9, under the Presidency of the Rev. C. B. Armstrong, Warden of St. Columba's College. He read a paper at the public session on "The Place of Examinations in Secondary Education," and also reiterated the Association's opposition to compulsory Gaelic, although at this year's meeting the Association did not think it necessary to repeat its resolutions of 1926, 1927, and 1928. General satisfaction was expressed at the institution of a Secondary Teachers' Pensions Scheme, which is recognized to be as good as the Government can at present afford. The meeting also expressed its satisfaction at the improvements which the Northern Government has recently made in the Pensions Scheme of their secondary schools. The speeches on the President's paper disclosed a variety of views on the function and extent of examining. The President had advocated the abolition of the Intermediate Certificate, which is taken at the age of about sixteen, and the reforming of the Leaving Certificate on the lines of the French Baccalauréat. Subsequent speakers defended the value of the Intermediate Certificate. An interesting suggestion was to some extent approved, that in awarding a final school leaving certificate the school record of the candidate should be taken into account.

Officers' Training Corps at Free State Universities.

THE Government has decided to establish units of a Free State Officers' Training Corps at Trinity College, Dublin, and at the National University of Ireland, with the view of providing officers for a general Volunteer Reserve, which is to be established. Presumably the proposal has received the previous sanction of the university authorities concerned, but at the National University a considerable section of the students have demonstrated and protested against recruiting for the O.T.C. Their action has been condemned by the university authorities and notice given that any further opposition will involve disciplinary action by the University. It is not known as yet what will be the attitude of the Trinity College students on the matter. The Government's proposal is *prima facie* justifiable, as tending to relieve the regular establishment, and incidentally the country's finances, by forming a Volunteer Reserve. Under the British Government the Trinity College O.T.C. won a fine reputation, but it is doubtful whether the need for such an organization now in the Free State is sufficiently apparent to ensure an adequate number of volunteers.

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The First School Certificate.

DURING the last few years the opinion has been widely expressed that the present school examinations are not altogether satisfactory. This question is so important, that we propose to publish a series of critical articles during 1930 under the title "The First School Examination: Teachers' views on Subjects and Syllabuses." Each month one subject will be dealt with by a well-known secondary school teacher, who will write from the teachers' point of view. The series will include the following subjects or groups: science, mathematics, modern languages, classics, English language and literature, history, geography, religious knowledge, music, art, handwork, and domestic subjects. While the articles will vary greatly in scope and substance, yet each contribution will refer to some main characteristics of existing syllabuses and indicate how far they, and questions set in the examinations, meet teachers' views as to the scope and requirements of the subjects. Suggestions will also be made for modification and reform. The introductory article will be written by Mr. Cary Gilson, formerly Headmaster of King Edward VI.'s High School, Birmingham, and will appear in the January issue.

The Educational Times.

BEGINNING with our January issue the *Educational Times* will be incorporated with *The Journal of Education*. The *Educational Times* was first published in 1847 and has since then been sent to all members of the College of Preceptors, under whose auspices it was issued. In recent years it has not been published by the College, and its title has been added to that of another journal. The College has, however, always retained the option of the use of the title if it should be discontinued by another publisher, and this has now been done. The College was founded so long ago as 1846 and throughout its existence has done most valuable work for the promotion of sound learning and the advancement of the interests of education. Its field of activity is precisely that of *The Journal of Education* and we are glad, therefore, to be brought into close association with the College by the circulation of the *Journal* to all its members. It is satisfactory to know in these days of specialization of teaching and educational periodicals, that there is still a substantial body of readers interested in the principles and practice of education as a whole.

New Principal of London University.

THE appointment of Dr. Edwin Deller, the Academic Registrar, as Principal of the University of London, the first important administrative act of the Senate and Court under the new constitution, must be regarded as a departure from precedent, seeing that all the four previous holders of this office have been men of scientific or medical training. When in 1900 the University became a teaching University, the Vice-Chancellor, Sir Henry Roscoe, himself a distinguished scientific man and strenuous advocate of scientific research, naturally worked for the appointment of a man of like passions as the first Principal, and considered his success in securing the services of Prof. (afterwards Sir) Arthur Rücker as one of his greatest services to the University. Since then, it is true, the administrative machine has become vastly more complicated. The new departure represented by the appointment of a man of legal training as principal will be watched with interest. We tender to the new Principal our best wishes for his success.

School Loan Funds.

ONE of the most useful ways in which parents can co-operate with the work of schools is in the establishment of loan funds to assist pupils to obtain higher training or apprenticeship to a profession or craft. We read of an instance in the West of England where £1,800 was collected in twelve months for such a purpose. Bread thrown on the waters in this way returns after many days—not always the full amount of the loan, perhaps, but sufficient to make the fund self-perpetuating. In what better way can parents show their appreciation of the educational benefits they have themselves received? No interest is charged on the loans and three years is considered to be a reasonable time in which to expect the return of the money advanced. In this matter experience may vary. Apprentices and articled pupils often spend a longer period before having any free money. But it is evident that the period for repayment must not be unduly prolonged. The *A.M.A.*, the *Journal* of the Assistant Masters Association, has publishes some sound advice on the management of school loan funds.

Married Women Teachers

AN old and somewhat embittered controversy—the employment of married women teachers—has been revived by the suggestion of the Board of Education to the Local Education Authorities that the employment of married women teachers may meet the shortage of teachers consequent on the raising of the school age, the suggestion being guarded by the words "temporarily at least." The discussion of this question will, we hope, be kept on as high a plane as possible. Does marriage lower the efficiency of women teachers in the average to such a degree as to bar their employment? Does such bar tend to deter young women from entering the teaching profession? Or may it act as a deterrent to women teachers undertaking the duties and obligations of matrimony? A scientific inquiry into this difficult question in all its aspects might well be instituted. The London Teachers' Association has published a reasoned protest against this question being left to the caprice of individual authorities.

Compulsory Chapel.

THE voluminous correspondence in *The Daily Telegraph* on the subject of compulsory attendance at school and college chapels reveals a very healthy interest in an important subject. The main arguments in favour of compulsory attendance are that in this case the chapel services are regarded as an integral part of the life of the school, and that numbers are in themselves an inspiration and make the service "alive," while the spontaneous singing is another advantage. With a voluntary system, moreover, the services would be at the mercy of influential boys, upon whose moral courage an even greater strain would be put than at present, and to drop compulsion would be a concession to those who are indifferent, if not hostile, to the giving of a place to religious exercises in our educational

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system. On the other hand, those who would prefer to make the attendance voluntary appear to think that any element of compulsion in religious matters is undesirable and that the after-effects may be disastrous. It is not for us to pronounce a definite opinion on such a matter, though we rather lean to the view that when the chapel service is an ordinary part of the school routine its compulsory nature is so much disguised that little apprehension need be felt on this score, and that although the fleeting attention of boys may be caught only once in a way, yet that one occasion may well have an abiding influence. Compulsory attendance at university chapels is another matter, for here the student is old enough to exercise a free choice. One point that emerges is that very high and exceptional qualities are indispensable to any one responsible for the conducting of such services, whether among schoolboys or undergraduates.

Reading University.

OUR youngest University, chartered in 1926, has come forward with proposals for new buildings and an appeal for £200,000. Growth in the case of a young institution is a test of vitality. The capital resources of Reading University, amounting to £300,000, and its annual income of £100,000 would appear adequate for the 400 students at present reading for degrees in three faculties—Letters, Science, and Agriculture—and for the schools of Fine Art and Music. But the appeal states that there is an urgent need for an enlargement of buildings if "the development of the university is not to be seriously checked and its promising outlook overcast." If the money is forthcoming, we would suggest that the authorities should set aside a fund for helping students in need, at once one of the oldest and most useful forms of university benefaction.

Foreign and Dominion Notes

CEYLON

Annual Report:

The Annual Report of the Director of Education for the year 1928 is just out. The number of schools is now 4,739 (1,341 are Government schools, 2,278 are aided, and 1,120 unaided.) The pupils have increased by 15,414, and there are now 204,123 in Government schools, and 299,502 in aided schools. There has been a further increase in the cost of education (the average increase for the last seven years is a million rupees) and this increase is largely due to the establishment of salary scales for teachers, with consequent incremental additions. The growing number of pupils is another important factor; about 16,000 more are enrolled every year. It is emphasized that the real check to expenditure will have to be effected by controlling the quality of the teaching staff, of whom no less than 4,000 out of 15,000 are quite unqualified. The training of teachers is in fact the key to a sound educational service here, as elsewhere, and the most urgent problem in Ceylon at the present time is an adequate supply of qualified teachers. The introduction of a pension scheme following on the salary scales has already begun to stabilize and popularize the teaching profession.

The Schools.

Turning to the schools, we find that the assisted schools (usually provided by missionary bodies) are better off as regards buildings, equipment, and staff, than the Government schools, whether English or vernacular schools. Class prejudices, even with regard to the depressed classes, are reported to be diminishing. Unemployment and the changing conditions of rural life in Ceylon have been largely responsible for a call for more and more industrial education and vocational training. It is interesting to note that one of the weaving schools has produced what are described as beautifully shaded carpets in art silk. School gardens have been further developed and now amount to over 900. Physical training, boxing, and scouting have also increased in popularity, but malnutrition and uncleanliness are still too frequent in the vernacular schools. The reports of the medical officers show that defective vision, dental caries, and hookworm disease are the chief causes of trouble, but the last mentioned is now definitely decreasing.

RUSSIA

Secondary Education:

The *Revue Universitaire* for October has a long article by M. Dugard on "Secondary Education in Soviet Russia." The article is based on statistical and other reports of the Soviet, on Russian newspaper articles and on volumes by travellers and students of Russian education. Free secondary education for all, adapted to the peculiar conditions of each locality, was imposed in 1918 when the Soviets assumed power. The school "l'ecole unique" of Communism was to resemble a club and its ideals were to be communistic ideals. Its aim was to develop the proletarian spirit as opposed to bourgeoisie theories; after 1924 all instruction was grouped around various projects or "complexes" such as "The October Revolution," "Lenin, Leader of the Proletariat," and these themes would, in their turn, be linked to the three general subjects of communistic education—nature, labour, and society. Languages, mathematics, natural sciences, were all displaced except in so far as they made clear the problems of communistic theory.

The Syllabus:

Thus pupils from 14 to 15 would, in their third year of secondary education, study the following syllabus: *Nature and Man*: (1) The structure of the universe (necessary astronomical observations and corresponding details on physics and chemistry); (2) the structure of matter; (3) the origin and history of the earth; (4) evolution: changes in organisms and the study of heredity; (5) natural and artificial selection. The origin of species (here enters the study of animal and vegetable species necessary for agriculture); selection and development of new species; (6) the evolution of the animal and vegetable kingdoms; the origin of man. *Labour*: (1) the chaotic organization of labour in a capitalistic regime; the squandering of productive forces; (2) the rational economy of communistic regime; the part played by statistics; rationalization of production; (3) the Soviet regime; a transitory regime between capitalism and communism. *Society*: The development of capitalistic trusts. World markets. Colonies. Imperialism. The imperialistic War of 1914. The dissolution of Russia caused by the War. Defeat in the battle-line. Revolution of 1917. The fall of the monarchy. The provisional Government. Continuation of War. The October revolution. The Soviet regime. The basis of Soviet constitution. The difference between it and a parliamentary republic. The dictatorship of a proletariat. Its aim. Five years of proletarian dictatorship. Third international and the approaching world revolution.

Results.

Turning from this grandiose and propagandist syllabus, when we come to hard facts, we find that the aims of the Soviet have not been realized. Thus, for instance, secondary education in Russia is neither free nor universal. The number of pupils appears to have decreased considerably since 1914 and is now 400,000 (compared with a former 700,000), with a corresponding reduction in expenditure (due no doubt to the poverty of the nation). The extreme idealization of the communistic discipline and the corresponding devaluation of all other disciplines have not had good effects on the students. The exaltation of the study of "complexes" or of world problems is not fruitful in the case of pupils who have not mastered the particular branches of knowledge, on which a knowledge of the general problems must be based. It would appear that Marxism, as the basis of political and economic theory, has been enthroned in the schools, whose function should be not propagandist but intellectual, moral, and emotional. The Soviet appears to have realized this, for since 1926 the older studies have been gradually brought back and less attention is now devoted to Marxist theories and the problems of a communistic society. Thus the destructive aims and propagandist principles have not routed the older theories of education, and the Soviet has discovered that it could not produce an ideal system of secondary education by a clean break with the past.

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How we Made a Ballad

By MARGARET STEPPAT, M.A., Maria Grey Training College.

POETA nascitur, non fit, it used to be said, notwithstanding the many generations of schoolboys who struggled with hexameters. We do not hear the proverb in these days. Is it that in these spheres, too, democracy has set in, and the line between poet and layman is soon to be erased? Critics are not wanting who call modern poetry a week-end pastime, and several anthologies of verse by school boys and girls have appeared, in which we find a sense of rhythm and music, an idea of form, a feeling for words, and occasionally a genuine embodiment of experience and emotion.

The teacher who aims at assisting his (her) pupils' sense of rhythm and music, idea of form, feeling for words and realization of experience and emotion, may find various ways of beginning practical verse composition in the class; and certainly in this branch of English studies, more even than in others, no rules can be laid down. Many excellent English teachers find the encouragement of practical verse-writing exceedingly difficult. They are afraid of lyrical excess, word spinning, gush. They are not sure how to keep the class together, since individual gifts must widely differ, nor how to give the initial incentive.

Setting a subject means getting a subjective result, and it will generally be found that the verses are merely descriptive, or fail to get any movement. This latter is a great difficulty for inexperienced hands. A class attempting to write verses on "A Storm" will usually produce the necessary (if limited) vocabulary and even pictures for the climax, a few members will realize and express the beginning of the storm, but fewest will manage to reach the end of the story.

I have found the following method provocative of great interest and enthusiasm, so that the lessons I desired to convey conveyed themselves almost unconsciously.

The class consisted of girls aged between eleven and twelve years, and their reading had included a number of ballads over a period of some months.

We began with a lesson in which we discussed the background of the ballads they had read, the scene against which they were intoned, the medieval manor and its inhabitants, their mental outlook, their customs of a winter evening, and so on. We very soon found ourselves wishing we could write a ballad in these days, and said—Why shouldn't we? What should it be about? At this point I insisted that we should take out paper and pencil (since physical activity assists thought) and not offer suggestions until we had the brief outline of a story ready. Really it did not take long, and the plots had a beginning and a middle and an end. They were of the romantic-adventurous order which are a satisfaction to the soul of the eleven-year-old. They were related to us by word of mouth. When types of plot began to be repeated, I called a halt and we finally agreed that our *motifs* could all be included under the following six titles:

(1) The lady and the scullion (plot can be guessed).

(2) The lady who followed the knight's ghost (so can this).

(3) The jester who killed the lady's husband (because he was cruel to her).

(4) The miser's daughter (of course she had a lover whose fortune was inadequate, and of course the poor young man found a treasure).

(5) The monk and the manuscript (see below).

(6) The squire and the nun (this was a complicated and highly unreal story of a nun who was caught running away with a squire. She was imprisoned in a tower, etc.).

It was now conceded that we must all write on the same subject for simplicity's sake. We therefore voted on the title which would give the most interesting story. The first three titles received no votes at all, and No. 5 was chosen by an overwhelming majority. The story treated of a monk who had a treasure and left directions concerning it in a book in a library, which book was revealed by his ghost to a later lord of the manor. Why this story should have proved so spontaneously popular I cannot say. I suppose the presence of "filthy lucre" had something to do with it, as well as the modern leaning towards mystery tales.

The next step was to discuss the most frequent verse-form to be found in ballads and to decide on the four-lined stanza with four-three beats. I then invited suggestions for the first stanza (they were jotted on paper first). We got:

> There was a monk of Arthur's kingdom
> Who had a hoard of gold.
> He hid it in a secret chest—

The rhyme difficulty arose. We altered the second line on some one's suggestion:

> A hoard of gold had he.

And then got for the last line:

> Where nobody could it see.

Reading aloud suggested improvements, and we got:

> There was a monk of Arthur's realm,
> A hoard of gold had he.
> In secret chamber in the wall
> Where no man could it see.

After further efforts and much pruning, and continual reminders that the important things were (*a*) to get the story on, (*b*) to find the words that were not only precise in their meaning, suitable in their quantity and stress, but also fitting the temper and tone of the whole (words were rejected as "slangy," as "prosy," "ugly," "not *nice* for poetry," and so on)—we evolved two more stanzas:

> He hid the clue to his hoard of gold
> In the leaves of a dusty book,
> And when he died, his ghost would come
> And seek it in ev'ry nook.
>
> The host of the manor, one fateful day,
> Had a visitor him to see,
> He led him to a room of books,
> Was kept under lock and key.

This point we reached after three lessons in all, with stumbling, erasures, rewritings.

The class was then left to complete individual versions, and it is to be remarked that some members preferred their own renderings of the three first stanzas to those which had been made by communal effort.

Of the whole class, only one member lost the thread of the narrative and sent in nonsense; one finished the story in stanzas, but blandly surrendered the attempt to rhyme. (The class numbered about twenty-five members.) The rest did, with varying powers of invention and language, bring first the manuscript and then the hoard of gold to light, present it usually to the lord and his guest, and then lay the ghost for ever, with commendable brevity. Two of the concluding stanzas may be quoted:

> That ghost of the manor was never more seen,
> The spirit was rested once more,
> The manor house now was filled with peace,
> And sunshine it streamed through the door.
>
> The spirit has no more been seen,
> The visitor has the gold,
> And found it of the rarest kind,
> Which is valuable, though old.

It should be added that the fuller metre of the first of these two was maintained throughout the ballad.

I make no claim for these productions in themselves, needless to say. But I do consider that they were an

(*Continued on page* 882)

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instrument for the exercise of thought and imaginative power for the conduct of a narrative that bore relation to ballad-reality, for the discovery of synonyms, (and conversely, subtle differences in meaning as well as in flavour, force, and associations of words), for a practical training in rhythm, and even verse forms. I believe that these exercises were carried out better in connexion with the concrete subject matter which appeals to children of this age than with descriptive or lyric pieces, though these seem simple at first sight. But these subjects cannot be experienced truly, even in imagination, by the average eleven-year-old, and after many failures with verse-writing lessons, I should always use this method of approach, for I know now where my former mistakes lay.

Christmas Books, 1929

IT is very interesting to notice how children's taste in books varies as they grow up. Almost before one is aware of it the fairy-tale has been exchanged for the thrilling adventure story or the record of some school that never was on sea or land, while books dealing with real natural history take the place of those slim little volumes in which imaginary birds and beasts carry on polite conversations. Later on, more solid fare is demanded, and the favourite shelf becomes crowded with the standard novelists and their modern rivals. The reviewer, however, is catholic enough to appreciate all these. He can rejoice in a well-told fairy tale, commend a rollicking sea-story or grapple with the intricacies of some popular exposition of scientific marvels with equal impartiality and enjoyment, and the scorn of the sixteen-year-olds for their former favourites finds no place in his heart. Indeed, he takes all Christmas books—and how wide a designation that is—for his province, and combines duty with pleasure when he insists that books far outstrip other presents in the pleasure they afford and the value they offer.

Christmas is so pre-eminently the festival of the smaller children that we find ourselves turning first of all to the books intended for them. "The Further Adventures of Jungle John" by John Budden (Longmans) will do very well to start with. They are just as good as the former ones, and will satisfy those who have been asking for more. "Moorland Mousie," by Golden Gorse (Country Life) is also a very delightful book. It is dedicated to every child who loves a pony, and the author, whose affection for the west country is evident, has succeeded in communicating something of the spirit of Exmoor to his readers. The illustrative plates are excellent. "The Black Princess, and Other Fairy Tales from Brazil," translated from the Portuguese by Christie T. Young (Sheldon Press) may well attract the most sophisticated maiden of ten summers. It was first published in 1916, and this is a reissue. The coloured illustrations will be liked also. "Burmese Wonder Tales," by D. A. Mackenzie (Blackie) contains fifteen stories, mostly, as might be expected, introducing animals, and throwing much light on the customs and beliefs of the Burmese people. We envy the child who is given "Toad of Toad Hall" (Methuen) Mr. A. A. Milne's charming play made from Kenneth Grahame's "Wind in the Willows." There is the water-rat and the chief weasel and the policeman and the washerwoman and Mr. Badger and Marigold. As the Barge-woman said, "What a bit of luck meeting you!" We may add that a third edition of Mr. Milne's success of last year, "The House at Pooh Corner" (Methuen) has been called for, and that "The Christopher Robin Story Book" (Methuen) with verses from "When We Were Very Young" and "Now We Are Six," and stories from "Winnie-the-Pooh" and "The House at Pooh Corner," make the best of four worlds, with Mr. E. H. Shepard's decorations thrown in. An unusual book, pretty certain to be a favourite, is "The Meeting Pool" by Mervyn Skipper (Elkin Mathews). It was written on a small island near Borneo, and begins with a meeting of various creatures at which it is decided that the white man must be stopped. At subsequent meetings many interesting stories are told, and the volume is cleverly illustrated. Those who do not possess "The Adventures of Odysseus," retold in English by F. S. Marvin, R. J. G. Mayor, and F. M. Stawell (Dent) cannot do better than note this reprint of a book in constant demand since 1900. "Tales of the Wind King" by E. D. Laborde (Cambridge University Press), might be called a Geography Story-Book. It is beautifully printed and illustrated, and well sets forth the magic of real things. Other volumes educationally as well as artistically attractive are "Enid Blyton's Nature Lessons" (Evans Brothers) and "The Tale that Had No Ending," by Elizabeth Clark (University of London Press). The former contains an amazing amount of information skilfully and pleasantly presented, and the latter gives not only stories but comments on the best way to tell them. A particularly good tale for children of ten or twelve is "The Fighting Six," by Margaret Leveson-Gower (Methuen). Some children go to stay with an aunt and buy a book ("Magic for Six") from a magic stall, so getting back to the days of Cavaliers and Roundheads. It rather reminds us of E. Nesbit, and will, we are sure, give much pleasure. For quite small people we should recommend "Stove-Pipe-Man and Sandy," by Audrey Chalmers (Dent), in which a small boy makes a real live man out of a stove-pipe and they have various adventures together; "Psammy-forshort" by Edgar Dickle (Methuen), whose smile was much sweeter than pstrawberry jam; "The China Cow," by Sewell Stokes, G. B. Stern, and others (Sampson, Low), a good miscellany of short stories well illustrated in colour and black and white; "Gay Go Up," another delightful book of verses by Rose Fyleman (Methuen), with illustrations by Decie Merwin; "Wander Tales," by Mary Moffat (Wells Gardner) "The King's Daughter Cries for the Moon," by Eleanor Farjeon (Basil Blackwell), and "Thomson's Hallowe'en," by Margaret Baker (Basil Blackwell). We can also recommend thoroughly "Alice's Adventures in Wonderland," by Lewis Carroll, with twenty-four beautifully coloured plates by Margaret W. Tarrent (Ward, Lock, & Co.). Of course, Annuals like Blackie's Children's Annual, with its bright pictures and stories, "The Children's Play Hour" (Longmans) to which Rose Fyleman, Stephen Southwold, Mabel Marlowe, and other writers for children contribute, "The Bonnie, Big Story-Book" (Ward, Lock, & Co.), and "The Wonder Book of Soldiers" (Ward, Lock, & Co.), should not be forgotten, while the more serious "Dreams and Fables," by Canon Woodward (Longmans) which were first told at Children's Services broadcast from St. John's, Westminster, will please many with their simple and direct appeal.

The books for girls seem to be mostly school stories. May Baldwin, for instance, shows all her old skill in "High Jinks at Priory School" (Chambers). This is an absorbing tale, mainly concerned with the manner in which the "Middlers," who have got out of hand, are tackled by a new mistress, about whom there is some mystery, and gradually brought to heel. "The Wrenford Tradition," by Dorothea Moore (Nisbet) is another good yarn. Chris Stannard's father, a successful author who unwisely became surety for a friend, dies and leaves her in poverty. She has to leave her good school, live with her aunt and attend an inefficient "academy for ladies," but puts a brave face on things and adapts herself to her new circumstances. She heroically rescues some children from a fire, and receives £50 for writing a novel. "The Girls of St. Hilda's,"

(Continued on page 884)

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The Journal of Education and School World

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by Mary Louise Parker (Sampson, Low) contains plenty of sport and action. A popular head girl leaves, and then a "Cinderella" is elected as her successor. The new captain has a struggle with the "villainess," and makes good with the help of another girl. The tale reads easily and engrosses the attention. "Topsy the Terrible," by Mary Gervaise (Warne) tells of a girl who is brought up by a very maiden aunt after her parents and brother have been shipwrecked. She finds young friends, goes to a boarding school, has many adventures, and is in danger of being expelled. All ends in smiles and in the finding of the long-lost brother. "Hilda Holds On," by Bessie Marchant (Blackie) is a story of well-sustained interest. Hilda's life is saved at school by her friend Eileen, and early in the book she goes out to Mexico to live with her uncle. This means a life of adventure in the mining district, ending with troubles behind and marriage bells ahead for both Eileen and Hilda. This is voted "quite a good story." "Cecile at St. Clare's," by Margaret C. Field (Warne) begins with the receipt by the headmistress of a letter from an old friend saying that his daughter had been sent away from her school for "terrible lack of honour" and that she would arrive at St. Clare's almost as soon as the letter. The book describes how she dealt with the situation and how in spite of many other suspicious happenings everything is cleared up. The tale has a good tone and is brightly told. Elinor M. Brent-Dyer has written many stories of the Chalet School, so it is sufficient to say that the latest, "The Rivals of the Chalet School" (Chambers), will bear comparison with any of its predecessors. "Prunella Plays the Game," by Irene Mossop (Sampson, Low) is the kind of school story that will delight the third form girl. There are rivalries and raggings, and competition in work and games, Prunella winning her way by force of character. One more school tale of considerable merit in which the characters are well drawn is "Another Pair of Shoes," by Jessie Leckie Herbertson (Sheldon Press). Others deserving of mention are "The Happy Few," by Brenda Page and "The Honourable Upper Fourth," by Eveline M. Williams, both published by Cassell & Co. "Skipper & Co.," by Ethel Talbot (Warne) is a story of sea rangers—girls who camp on a remote part of the coast and come up against a disagreeable Squire whose motor-boat makes suspicious trips out to sea. There is a thrilling lighthouse adventure, too. This is suitable for "guides," and so is "Merrie Brandon," by F. O. H. Nash (Warne) in which small but very real trials are dealt with in the right spirit. The book contains plenty of incident. "Blackie's Girls Annual" has a powerful list of authors and artists, and is, we think, particularly good this year.

Now for the boys' books. Here is "Rivals of the Reef" from the practised pen of Percy F. Westerman (Blackie). It tells of two boys, Dick Lavington and Nigel Bambrough, whose father buys a house in Cornwall. They find here a chart giving particulars of a remote Pacific Island where a Spanish treasure ship once sank. The boys go after the treasure and after many adventures are enabled to bring it home. Another by the same author is "Pat Stobart in the *Golden Dawn*" (Blackie). This is full of things like plague on board, a rammed submarine, hot work in the caboose, and so on—adventurous enough for anybody. But the true tales also have their votaries, and "The Boys' Book of Explorers," by Arthur L. Hayward (Cassell) retells, from original sources, the stories of Columbus, Livingstone, Nansen, Scott, Sven Hedin, Sir Alan Cobham, and many another hero. "Hakluyt's Voyages," arranged by A. S. Mott (Basil Blackwell), will also go far to satisfy the youthful bent. "The Book of Electrical Wonders," by Ellison Hawks (Harrap) is a comprehensive survey of electricity to-day in theory and practice. Among the most interesting matters dealt with are electric signs and lights, telephone developments, the transmission of pictures, and television. This would make a fine present for a boy interested in science. "Dick Valliant on the Northern Patrol," by Lieut.-Commander John Irving (Seeley Service) shows an old friend amid new adventures, and very thrilling they are, too. "Sons of the Air," by T. C. Bridges (Warne) introduces two chums in a scout patrol. Their scout-master, Curt, knows a rich man who owns a Moth. They go up together, the owner faints, and Curt has to land the machine in a storm. For this the Moth is presented to the patrol. Then follow exciting adventures with a smuggling plane, and the whole book goes with a fine swing. "The Wonders of Coal," by Charles R. Gibson, is one of the informative books that boys will take up as a relief from the lighter material. The contents are taken from Dr. Gibson's larger book ("The Romance of Coal") and the descriptions of the origin of coal and its uses in modern life are distinctly interesting. "The Boy who Dared," by Mary Hazelton Wade (Appleton) is the story of William Penn. Most boys and girls do not know much about him, so we are glad to notice this well-written life. "Sea-Lore," by Stanley Rogers (Harrap) is one of those books of permanent value that a boy will treasure for many years. It is a popular work by a lover of his subject, and conveys:

> "The beauty and mystery of the ships
> And the magic of the sea."

It is illustrated by the author. "The Mystery of the Gap," by C. W. C. Drury (Sheldon Press) is full of sleuthiness. There is an ingenious cryptogram and a secret passage and smuggling and other excitements.

School stories must not be forgotten. At the head of the list we place "The Complete Stalky & Co.," by Rudyard Kipling (Macmillan). We have not been able to resist reading much of it over again, and all boys will jump at it. "Well Bowled, Grantley!" by Michael Poole (Blackie) has a lot of cricket in it. It falls to Grantley to succeed a school captain whom all admired. He is sneered at for being a "shop-boy," and has to face the opposition of a disappointed rival. The wrecked study affair helped him and he pulled through in the end. "A Waiting Game," by Jeffrey Havilton (Blackie) is another school story with the usual incidents and a few unusual ones. Two books in the "Week-end Library" (John Lane) deserve special mention. They are "The Wonders of Salvage," by David Masters and "The Escaping Club," by A. J. Evans. Each has run through many editions. The amazing adventures recorded in the first will continue to thrill all readers, and the second, with its story of escape from Germany during the War, is equally absorbing. "The Island Wreck," by Charles Nordhoff (Methuen) is an exciting tale of the South Seas. A German raider comes into it, and the bo'sun goes mad and runs amok. Add a hurricane and a derelict and good value is obtained. "With Morgan on the Main," by C. M. Bennett (Nisbet) opens with a fight with Spanish galleons and contains the proper assortment of buccaneers, with characters like Pedro the Hairy and Big Dixon doing what might be expected of them. And for general excellence "Blackie's Boys' Annual" is hard to beat.

We have left until the last the volumes that will appeal most to the older boys and girls. "Two Thousand Years of Science," by R. J. Harvey-Gibson (Black) is a general sketch of the growth of science from early times down to the present day. It will, we are sure, be highly treasured by the sixth form boy who is fortunate enough to possess it. "Boys and Girls who Became Famous," by Amy Cruse (Harrap) comes from a writer who well knows how to pick out essentials and present them in interesting fashion. Her subjects range from Bertrand du Guesclin to Sybil Thorndike. "The Swords of the Vikings," by Julia Davis Adams (Dent), is a very choice book of stories from the works of Saxo Grammaticus. These include "The Five Adventures of Hading, Balder the Beautiful" (a radical departure from the usual version) and "Amleth, Prince of Denmark." The volume is commended by the former U.S. Minister to Denmark. "Swords and Roses," by Joseph Hergesheimer (Knopf) is a collection of studies on the American Civil War. The first is entitled "The Deep

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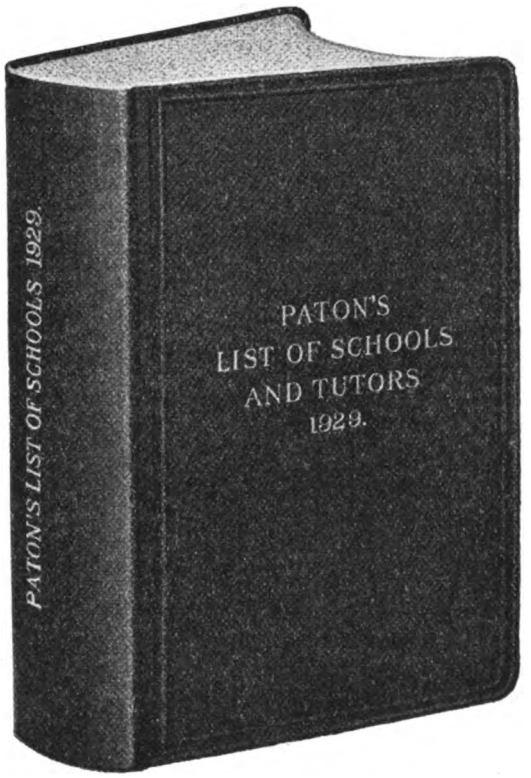

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South," and this expresses the sympathetic insight with which the writer recalls

"Old, forgotten, far-off things
And battles long ago."

"A Second Book of Broadsheets," with an introduction by the editor of *The Times* (Methuen) is a second selection of those welcome sheets sent out to the trenches during the War. Apart from its interest in this respect it is a very catholic anthology. "Nature Caricatures," by F. C. Gould (Country Life) will appeal strongly to young and old, especially to those who know the west country. The dialogues of bird life are full of wit and wisdom, and it would be impertinent to praise the illustrations. "The Legends of King Arthur and his Knights," compiled and arranged by Sir James Knowles (Warne) is the eleventh edition of a very gorgeous book. "Tracking down the Enemies of Man," by Alfred Torrance (Knopf) is a most valuable account of work done in fighting tsetse-flies, "yellow jack," leprosy, cholera, and other scourges. The book is more interesting and adventurous than many a novel. "Great Navigators and Discoverers," by J. A. Brendon (Harrap) contains a collection of twenty-four sketches of famous sailors and many excellent illustrations. "Hadrian's Wall," by Jessie Mothersale (John Lane) has reached a fourth edition, and is, of course, a splendid book both for the archaeologist and for the lover of the open air. "The County Anthologies" (Yorkshire, Derbyshire, and Lanarkshire) published by Elkin Mathews, would make a good present for anyone interested in those counties, especially walkers. "Great Men of History," by D. M. Gill (Harrap) consists of short biographical sketches of a score of famous people, mainly outstanding men of other nations. They are interesting in themselves and useful as a background to historical study. "The Homes and Buildings of other Days," by Sidney H. Heath (Philip) explains how to look at a cottage, a farm, a manor house, a castle, a church, and an old town, and is extremely well done.

Our last recommendation must be that of "More Biography," by E. Clerihew Bentley (Methuen) which is a delicious book:

"I quite realized," said Columbus,
That the earth was not a rhombus,
But I *am* a little annoyed
To find it an oblate spheroid."

The illustrations are half the fun, and the index is a perfect joy.

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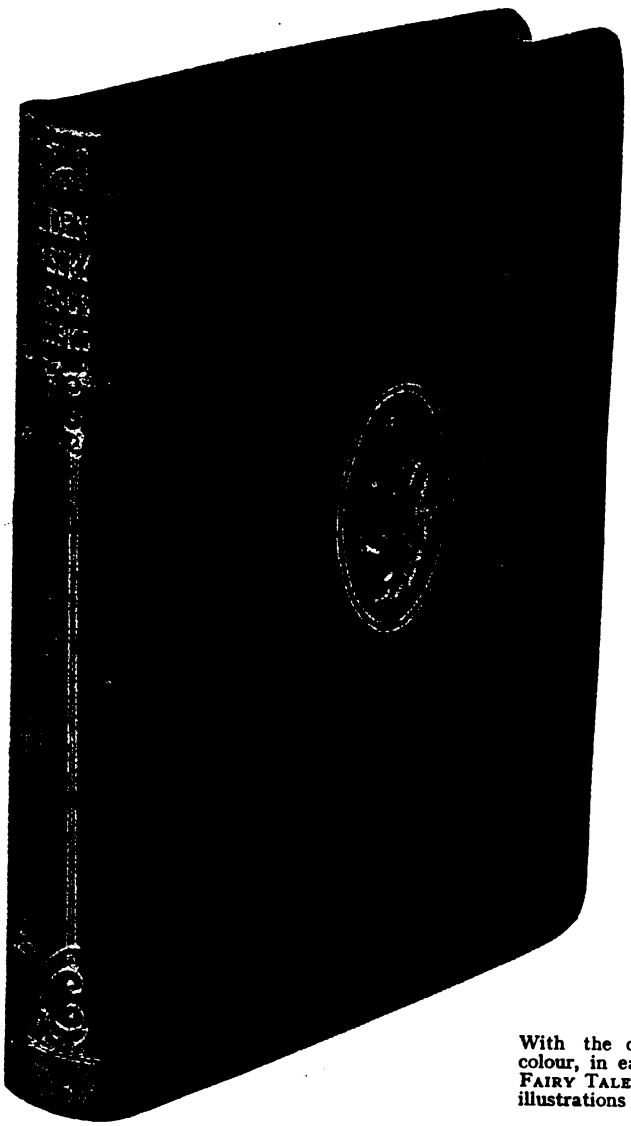

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TEACHING CHEMISTRY.—We have heard a complaint that no journal published in Great Britain meets the needs of the teacher of chemistry who wishes to keep in touch with modern progress although he may not have the opportunity or leisure to follow it in detail. Possibly, if the demand were sufficient, such a journal might appear ; meanwhile, we commend to notice an American monthly periodical which seems to fill this gap, namely, the *Journal of Chemical Education* (654 Madison Avenue, New York, U.S.A. Subscription price, two dollars plus postage). The magazine is published by the Division of Chemical Education of the American Chemical Society and is a substantial and well produced journal. The October issue which is before us contains special articles on recent aspects of chemistry, some historical notes, numerous brief articles on teaching " points," lecture demonstrations, etc., and selected abstracts of chemical literature. It should be as useful on the eastern side of the Atlantic as it has no doubt proved to be in the land of its origin.

* * *

CONFERENCE OF EDUCATIONAL ASSOCIATIONS.—Further particulars are now available of the eighteenth conference to be held at University College, London, from Wednesday, January 1, to Wednesday, January 8. The president, Dr. Winifred Cullis, has chosen " The Lure of Investigation " as the title of her presidential address on the afternoon of the opening day. Miss E. C. Lodge, Prof. A. F. Pollard, and Dr. G. P. Gooch will be the three principal speakers at the joint meeting of the affiliated associations at 5 p.m. on Monday, January 6, when " History as a Training for Citizenship " will be discussed. Thirty-seven affiliated associations are arranging meetings to be held during this week of conferences. In addition, the British Broadcasting Corporation will give a demonstration of Educational Broadcasting on Tuesday, January 7, at 11 a.m. At this meeting the work of the Central Council for School Broadcasting will be explained. In addition to the usual exhibitions of school books and of school handwork and equipment, the Columbia Gramophone Company is arranging an exhibit and demonstration of educational records, and the B.B.C. will exhibit model receiving sets. The official programme of the Conference will be published about December 16 and can be obtained for 2d. (3d. post free), from the Conference Secretary, 29 Gordon Square, W.C. 1.

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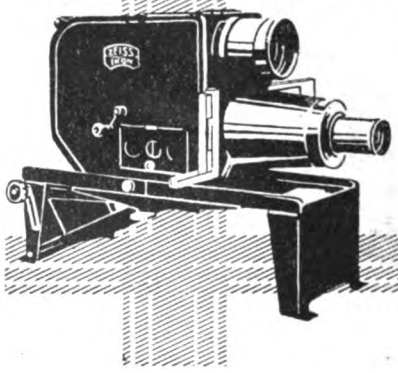

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Reviews

THE HISTORY OF A GREAT COLLEGE

University College, London, 1826–1926. By H. HALE BELLOT. (25s. net. University of London Press.)

If, as the author suggests in his preface, this book can pretend to be little more than an index to the materials to which, in respect of University College, scholars must needs have recourse in order to write the history of those departments of learning so notably enriched by the labours of the nineteenth century, his readers would be as grateful as the Oxford student who was discovered on his knees thanking God for dictionary makers. But only a diffident author, over-conscious of this wealth of material, would regard his work in this light. True it is that, examined as an ordered history of an important educational movement, the book gives the impression that the scale and character originally laid down could not be maintained. But to the student of education, the careful documented study of the origin and early history of the College will be of special value, and the more exiguous treatment of the last period is understandable on account of the difficulty of writing history in the presence of its creators. Nevertheless, a greater sense of proportion might have been shown. Sir William Ramsay's great scientific work carried on in the college laboratories, including the classic research leading to the isolation of argon and, not long afterwards, the discovery of helium is dismissed in a line or two; whereas one and a half pages are devoted to an account of the life history of the Italian professor, Gallenza, who resigned in 1858 without, as he himself admitted, "being much burdened with its duties or enriched by its emoluments."

The College was established in 1826 as the University of London, and received its Royal Charter on November 28, 1836, under the title University College, London; immediately afterwards, on the same day, the Royal Charter was granted to the independent "University of London," created to examine and grant degrees to students of University College, King's College, and such other institutions as might be approved for the purpose. Chapter VII entitled, "Incorporation," relates the not very edifying discussions of these ten years—an excellent account, forming a distinct contribution to educational history. The controversies between College and University during the period 1884, when the Association for Promoting a Teaching University for London was formed, and 1898, when the Act of Parliament was passed re-constituting the University as a teaching university, are treated with less fullness and authority. As an excuse the existence of Allchin's monumental work may be urged; but a special discussion of an exceedingly complex problem from the standpoint of University College would have been welcome. The "incorporation" policy, first mooted in 1898, and brought to fruition in 1907 was based, we are told, on the belief that "the intentions of the founders and benefactors of the College could only be fulfilled by the incorporation of the College in the University" (page 401), and "that only by such incorporation could the ideal of a teaching university be fully realized" (page 402). That policy implied a great renunciation, a great break with tradition. A full discussion of its aims and results would have been acceptable, for to many members of the University its underlying principles are still confused or incomprehensible. Chapter XII, dealing with "the last quarter of the century," is not much more than *catalogue raissonée* of numerous material developments in which the outstanding figure is Sir Gregory Foster, Secretary 1900–1904, and Principal or Provost since 1907, to whose great services to the College a generous tribute might have been included.

The standard of accuracy throughout appears to be unimpeachable, the only slight errors we have detected being in the title of Karl Pearson's book published in 1892, which was "The New University *for* London," not "*of* London," and in the date of publication of Humberstone's "University Reform in London," which should be 1926, not 1925 (footnote, page 379). Haldane's resignation from the Council of the College as recorded in his autobiography, owing to his disagreement with the policy of a "professorial" university, should have been mentioned. The silence maintained in regard to the Haldane Commission on the University Education in London is curious, for it is generally supposed that the impulse for the abortive re-constitution of the university proposed by this commission came from University College as a natural sequence to the "incorporation" policy. The attractiveness of the book is enhanced by excellent illustrations. Several charts illustrating graphically the progress of the College are included in a pocket.

THE BRITISH IN INDIA

The Cambridge History of India. Volume V. *British India*, 1497–1858. Edited by Prof. H. H. DODWELL. (30s. net. Cambridge University Press.)

The volume before us serves a double purpose. Bound in green and labelled "Volume V," it forms the penultimate volume of the Cambridge History of India; bound in blue and labelled "Volume IV," it fills the central place in the Cambridge History of the British Empire. The printing, the paper, and the style generally suggest that it is for the blue rather than the green series that it has been primarily prepared. This is as it should be; for while the British occupation of India is a mere episode in the long history of the great Asiatic peninsular, in the brief and recent history of the British Empire, the expansion of the East India Company's authority into a great political dominion is an event of cardinal importance.

The editing of this substantial and authoritative volume is a notable achievement, which reflects the highest credit upon Prof. Dodwell. It must have been a task of extraordinary difficulty to plan the thirty-two chapters of the work, and to get together the sixteen experts who have collaborated in the writing. The team is a first-rate one, all the members of which inspire confidence. The editor himself, a ripe scholar and excellent writer, has contributed no fewer than eight chapters, the best of which are those relating to the European diplomacy out of which the struggles of the rival East India Companies arose. Mr. P. E. Roberts contributes six chapters respecting the quarter century 1772–1797: their central theme is the career of Warren Hastings, and it may safely be said that for long will their masterly survey be regarded as the sanest and soundest summation of that controversial theme that has yet been written; on the whole they are a triumphant vindication of the much-maligned proconsul.

Prof. Dodwell and Mr. Roberts between them provide nearly one-half of the book, and it is a happy circumstance that their command of vigorous and idiomatic English makes their part of the work easy and delightful reading. The same may be said repecting several other of the chapters, and in particular respecting Sir William Foster's chapter on the English East India Company, 1600–1740. From his unique knowledge, based on a protracted study of the company's records, he gives an inimitable sketch of its early history.

Among other notable contributions are Sir Denison Ross's account of the Portuguese explorations and settlements in India; the Dean of Winchester's story of Tipu Sultan, 1785–1802; Dr. Lillian Penson's description of the Bengal Administrative System, and Mr. Archbold's account of the Afghan wars.

Bibliographies, a chronological table, and an index complete a work indispensable to every serious student either of India or of the British Empire.

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Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

An Introduction to the History of Architecture. By H. B. CARPENTER and J. KNIGHT. (6s. 6d. Longmans.)

The heart of the reviewer is apt to sink within him at the sight of a book called "Matriculation English" or "Intermediate Chemistry." Such titles mark us down for what we are—an examination ridden country. And now here is a book which might have been called "School Certificate Architecture," for it has the authentic touch of the orthodox text-book. Having had our grumble, we proceed to say that the book is well made, as the Americans say; by which they mean, not merely that it is well printed, bound, and illustrated; but also that it is well put together by men who know their job. The book will prove very useful for the purpose for which it is chiefly intended.

Architecture as a Career: a Manual for Aspirants and Students of Either Sex. By P. A. ROBSON. (5s. net. Batsford.)

Introductory Handbook to the Styles of English Architecture: a Companion to the Series of Large Scale Comparative Diagrams (size 30 by 20 in.), Prepared for the Use of Schools, Teachers, Students, and Others. By A. STRATTON. Part II. Tudor and Renaissance. (End of 15th to End of 18th Centuries). (Paper, 1s. 6d. Cloth, 2s. 6d. Batsford.)

Practical Art Lettering: a Treatise on the Construction of the Symbols of the Alphabet. By E. G. LUTZ. (7s. 6d. net. Scribner.)

Stories of the Artists. Netherlands School. Florentine School. By MARGARET LEICESTER-WARREN. (3s. each. The Medici Society.)

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Hartley Coleridge: His Life and Work. Thesis Approved for the Degree of Doctor of Philosophy in the University of London, England, June 1, 1927. By Prof. E. L. GRIGGS. (6s. net. University of London Press.)

The value of this book lies in the fact that Prof. Griggs has had access to a mass of unpublished manuscripts in the possession of the Coleridge family. These give further information about the facts of Hartley's singularly uneventful life, and throw considerable light on his character. Prof. Griggs writes with sympathy for his weaknesses and appreciation of his ability.

Ferdinand Magellan. By E. F. BENSON. (12s. 6d. net. Lane, The Bodley Head.)

Nelson. By C. S. FORESTER. (12s. 6d. net. Lane, The Bodley Head.)

Savonarola. By P. Misciattelli. English Version by M. PETERS-ROBERTS. (10s. 6d. net. Heffer.)

The Early Life and Adventures of Jean Jacques Rousseau, 1712–1740: From the Latest Sources. By A. L. SELLS. (8s. 6d. net. Heffer.)

A Life of William Shakespeare. By Prof. J. Q. ADAMS. (10s. 6d. net. Constable.)

A Progressive Course of Latin Unseens. Selected and Edited by H. A. HENDERSON and C. W. BATY. (3s. 6d. Oxford University Press.)

Comparatively few of the numerous selections of Latin unseens which are published every year ever seem to us to merit the special attention of our readers, but the present selection has features which deserve notice. To begin with, it is a book designed to cover roughly the whole of the pupil's school-life. It is called a progressive course because its 340 passages are arranged in three parts, ranging from a very simple section suitable for fourth forms up to a more difficult section of the standard of the school certificate. There is a wide and excellent selection both of prose and verse—very little verse in the earliest section, of course—which we can unhesitatingly recommend. Those who provide their pupils with this book when they first begin Latin unseens—in the fourth form—will not have to chop and change as they go up the school, but, as we have implied, will have equipped them with a thoroughly useful book which will serve them right up to sixth-form standard.

Titi Livi. Ab Vrbe Condita. Liber XXV. Edited with Introduction, Notes and Vocabulary by W. D. MONRO. (2s. 6d. Clarendon Press.)

This is a school book of which even the Clarendon Press may be proud. It is beautifully produced and profusely illustrated with the right kind of illustrations which will appeal to a boy just beginning to be interested in a civilization alien to his own but to which his own owes so much. As to his choice of a book Mr. Monro well says: "This book of Livy has always seemed to me well suited for school use, and I have long wondered at the non-existence of a school commentary in English. The standard of difficulty is not high; the book is not embarrassed by the long argumentative speeches which occur in some of the early books, which boys in any but the higher forms of public schools find extremely puzzling; and the subject matter is interesting throughout and well divided." Such is the book to which Mr. Monro has prefixed an historical introduction and appended notes admirably adapted to the needs of schoolboys. There is a brief appendix on the words *religio, fides, and ultro,* and also an index of proper names and a sensible vocabulary. Those who decide upon this book for reading with their classes will find that they have made a decision with which they will have every reason to be pleased.

Aspects of Greek Life. Edited by R. C. MARTIN and A. N. G. RICHARDS. (3s. 6d. Mills & Boon.)

It is a good idea to make one's selection for "unseen" translation subserve a definite purpose beyond that of mere translation practice. The present selection undoubtedly succeeds in inculcating a good deal of knowledge about various aspects of Greek life: any boy who works through it will learn, unconsciously almost, a great deal about Greek thought. Its only limitation is that it is suitable only for sixth forms—for which it is indeed intended. We should like to see something similar attempted in simple Greek suitable for lower forms. But for top forms the present selection is admirable.

Titi Livi: Ab Urbe Condita Recognovervnt et Adnotatione Critica Instruxervnt Prof. C. F. WALTERS and Prof. R. S. CONWAY. Tomus III., Libri XXI.-XXV. (6s. net. India paper Edition, 7s. 6d. net Clarendon Press.)

Scholars will welcome these further books of the Oxford Livy. The work is now well on its way to completion, and, thanks to the labours of Profs. Conway and Walters, they will not have to remain much longer under the reproach that whenever they wish to read Livy they have to go to Germany.

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Readings from Ovid. Metamorphoses. Edited by A. DUTHIE. (1s. 6d. Harrap.)

Readings from Tacitus. Germanicus. Edited by A. DUTHIE. (1s. 6d. Harrap.)

A Latin Book for Beginners: a Preparation for the Reading of Latin Literature. By M. C. GARDNER. New Edition. (3s. Oxford University Press.)

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ECONOMICS

The Intelligent Woman's Guide to Socialism and Capitalism. By BERNARD SHAW. Popular Edition. (5s. net. Constable)

As Mr. Shaw's book was published a year ago, and has of course evoked general discussion, there is no need to do much more here than direct attention to this "popular" five-shilling edition. Mr. Shaw supplies for this edition a special note in which he has his good-natured fling at reviewers. The writer of this brief notice can at any rate say that he put a copy of the original edition in his suit-case last summer, and enjoyed every page of it as holiday reading. He enjoyed it perhaps most of all when Mr. Shaw wrote obvious nonsense, which sometimes occurred a few lines above or below a pearl of wisdom. For example, one reads on the same page: (1) that "in our school system, education is only the pretext under which parents get rid of the trouble of their children by bundling them off into a prison or child farm which is politely called a school," and (2) that we are only slowly extricating ourselves from our grossest stupidities about education, one of which is "that it means learning lessons, and that learning lessons is for children, and ceases when they come of age." It would be easy to produce from Mr. Shaw's pages many instances of the perverseness of the first of these passages, and of the insight of the second. But, as in his famous prefaces, he prods the laziest reader into reconsideration of his most cherished convictions. And this is true, whatever view one takes of the general thesis of the book.

Protection or Free Trade: an Examination of the Tariff Question, with Especial Regard to the Interests of Labour. By H. GEORGE. Abridged by F. C. R. DOUGLAS, for the Henry George Foundation of Great Britain. (6d. net. Kegan Paul.)

Despite the impartial attitude implied by its title, and despite the opinion of the Chancellor of the Exchequer that it is the "most scientific exposition of the subject which has ever been written," this book is of little real educational value. Written in 1885, when free traders regarded protection as a form of moral depravity rather than an economic expedient which may or may not be wise, it merely presents the case for freedom on well-worn Manchester lines. But Henry George goes beyond Manchester and would abolish *all* indirect taxation, leaving only his celebrated tax on land values.

Commerce: an Introductory Study. By S. CARTER. (3s. 6d. net. Oxford University Press.)

The chief characteristic of this excellent text-book is the care and thoroughness with which it is written. Though intended only as an introduction to more specialized books, it deals admirably with business organization, wholesale and retail trade, profits, currency, banking, the Stock Exchange, insurance, and transport. There are numerous diagrams and facsimile documents and twenty-five pages of questions.

Buyers and Makers: an Introduction to Social Economics. By DOROTHY M. VAUGHAN. (2s. Longmans.)

A good little book on elementary economics with special stress on consumption, and therefore addressed particularly to girls and women. The author does not maintain a purely scientific attitude, but digresses occasionally into the realm of moral precept. At the end of each chapter there are subjects for reading and discussion.

Exercises in Economics. By Dr. A. PLUMMER. (2s. net. Pitman.)

Half this book consists of questions on economics with complete answers, and the other half contains questions with skeleton answers and a set of unanswered examination problems. It will be more useful to the private student than to the teacher.

The Post-War Unemployment Problem. By Prof. H. CLAY. (8s. 6d. net. Macmillan.)

Prof. Clay describes his book as "a summary and analysis of the more important factors" in the unemployment problem. His secondary object in writing it is "to discourage the hope that the problem, if left to itself, will cure itself." The result is a thoroughly competent piece of work, closely reasoned and therefore requiring very careful reading, but well worth the attention of all serious students of social problems. The first five chapters deal with causes and proposed remedies, while the last one, taking up nearly a third of the book, is devoted to "Summary and Conclusions." The main conclusion reached is threefold: that employment can be increased only by a reduction of costs; that this reduction can be accomplished only by the reorganization of the depressed industries; and that the initial impulse to this reorganization must come from outside the industries themselves. This points, of course, to the government as the outside agency by which action should be taken, and the method favoured by Prof. Clay is an extension of the principle of the Trade Facilities Acts, so that State credit "on a large scale" can be put at the disposal of the depressed industries.

A Text-book of Economics. By W. J. WESTON. (10s. 6d. net. Pitman.)

The weak point about this book is its length, for it runs to nearly 150,000 words, whereas the subject-matter would have been far better condensed into smaller bulk. This prolixity is combined with a somewhat rambling style which seriously detracts from its usefulness to students, for a text-book should above all things be systematic. The general reader, however, who has time to peruse its leisurely pages, will find the book interesting. It is intended to cover the syllabus of the London Inter. B. Com. examination, and appended to it are twenty pages of questions and examination papers from various sources.

Business Economics. By T. BEACH and D. H. SMITH. (3s. 6d. net. Routledge.)

This is a capital book. The authors are obviously experienced teachers who know just how to make their material intelligible and interesting to the young student. They have given a historical bias to their clear and readable account of the economic basis of commerce, which is an excellent idea. The problems and exercises appended to each chapter are better than usual, and there are useful lists of books for further reading. We notice an error at page 84, where "25 miles" should be "65 miles."

Elements of Commerce: for Junior and Intermediate Students. By H. P. HOPKINS and G. G. WILKINSON. (5s. Macmillan.)

This is a useful text-book for commercial students. It covers with considerable fullness the details of home and foreign trade, banking and currency, and business organization, and is particularly well equipped with reproductions of documents. Besides questions to each chapter there are also examination papers set by the London Chamber of Commerce, the Royal Society of Arts, and the National Union of Teachers.

The Contract of Sale of Goods. By Prof. R. A. EASTWOOD. (3s. 6d. Longmans.)

This is a capital little text-book—the first of a new series in commercial law. It gives a clear and well-arranged exposition of the Sale of Goods Act, 1893, with full references to cases and abundance of illustrations. It is meant primarily for commercial students, but the author expresses the hope that the law student may also find it useful.

Principles of Company Law. By A. F. Topham. Seventh Edition. (7s. 6d. net. Butterworth.)

THE GEOGRAPHICAL ASSOCIATION.—The Annual Conference will be held in the London School of Economics, Houghton Street, London, W.C. 2, from January 2 to January 6. The Annual Dinner is arranged for January 3, at 7.30 p.m., in the School of Economics. Sir Henry G. Lyons, F.R.S., will give the presidential address on January 2, at 11.30 a.m.

* * *

The ANGLO-SPANISH SOCIETY announces its yearly offer of a prize for the best essay on "Spain" written in Spanish by a pupil attending a secondary school. The essay should be sent in by February 1, 1930; the prize takes the form of a return ticket to Madrid.

* * *

We have received from the Educational Supply Association, Ltd., Esavian House, High Holborn, W.C. 1, copies of thoroughly up-to-date catalogues and lists comprising: Catalogues of school and text-books, maps, diagrams, stationery and general apparatus; school furniture section, desks in steel, iron, and wood, tables, cupboards, and lockers; lists of books in leather bindings (suitable for prizes), in cloth bindings (suitable for rewards or libraries); lists of materials for individual work and Kindergarten, and materials for hand-work, brush-work, and nature study. Copies of any of the same may be obtained on application to Esavian House.

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ENGLISH, POETRY, AND DRAMA

Short Stories of Yesterday : an Anthology. Selected by F. H. PRITCHARD. (2s. 6d. Harrap.)

These stories are curiously lacking in the charm of those given in the earlier volume, " Short Stories of To-day," and suggest that modern writers handle this form with greater success than did their predecessors.

Gathering of Eagles : a Story of 1812. By V. GIELGUD. (7s. 6d. net. Constable.)

This is undoubtedly a fine thriller in the way of historical romance. The theme is Napoleon's disastrous campaign of 1812 The reader is carried along willy-nilly, for the interest never flags for a moment. When we add that the book is very well written, we have said enough to recommend it, at any rate to all boys, both young and old.

Up from Slavery : an Autobiography, By B. T. WASHINGTON. Abridged by Dr. C. T. LORAM. (1s. 6d. Harrap.)

This autobiography should be read by all who suffer from a " superior race " complex. The author's frank recognition of the difficulties which confronted both negroes and whites in the Southern States after the Civil War is singularly free from prejudice of any kind. His educational methods and their application are well worth consideration in these days when the value of handwork is increasingly appreciated.

(1) *The Story of Alexander Selkirk.* (*The Real Robinson Crusoe.*) By F. NIVEN. (1s. net. Gardner & Darton.)
(2) *The Secret of the Road.* By MARGARET S. LANE. (1s. Oxford University Press.)
(3) *Baby Sahib.* By A. A. METHLEY. (1s. net. Gardner & Darton.)
(4) *More Tiny True Tales.* By M. CHENEY. (1s. 6d. net. Cloth, 2s. 3d. net. School Edition, 1s. 6d. Gardner & Darton.)

(1) Is a well-told biography in the modern fashion in which imagination supplements the scanty supply of fact. The author shows how Richard Steele in " The Englishman " first made of Selkirk " a seven days' wonder," before Defoe immortalized him. (2) Clearly printed and well expressed, this is a worthy successor to an already long list of readers, many of which have been adopted by the L.C.C. The little daughter of a woodcutter plays a leading part in rescuing a young heiress from an obnoxious baron of Henry IV's court, who is trying to force her into marriage. (3) Is a moderately thrilling story, for younger children, of the heroism of an English boy at the outbreak of the Indian Mutiny. (4) Internal evidence confirms the truth of these tiny tales for the very young. They are mostly about animals ; their tone is good, and they are not trivial.

Election Scenes in Fiction. Edited by Dr. W. H. D. ROUSE. (10d. Blackie.)

This booklet, with its somewhat cynical introduction, might be taken on a long, dull railway journey and provide laughter all the way. The first scene is from Peacock's " Melincourt," and its wit is perhaps too subtle to appeal to the many ; the second comes from Anthony Trollope's " Ralph the Heir " ; the third is the famous Eatanswill election in the " Pickwick Papers "; the fourth, a still more rollicking story from Lover's " Handy Andy."

A Four Years' English Course. By C. GRANVILLE and A. A. LE M. SIMPSON. (Part I, 2s. 3d. Part II, 2s. Heinemann.)

If one may judge from the general characteristics of the most recent text-books, English grammar is recovering from the neglect and discredit into which it had fallen. Quite half of this Four Years' Course is devoted to grammar, which is taught on sensible lines and directed to the training of the intelligence. In the later chapters there are excellent lessons in paraphrase (which is also coming back, freed from its old abuses) and précis, and much attention is given to metre.

The Waiting Room. By G. Grange. (5s. net. Dent.)

" The Waiting Room " is that state of being after death when the dead are neither as angels nor as men, but are awaiting the Resurrection. In this state various participants in the late War, of all ranks and nationalities, discuss the War while it is still being waged. Some very interesting and diverse views are expressed as to its causes and effects by the ordinary inarticulate combatant. At the same time there is great excitement among the older dead. The burial of German soldiers in a French village cemetery gives rise to a war among the ghosts themselves, which is complicated by a ghostly love affair between a French girl and a young German soldier. Many provocative issues are raised in this original work, both as regards the War and the after-life. Mr. Grange set himself a difficult task, but the result is stimulating and thought provoking.

The Elian Greeting Booklets. Designed and Illustrated by ROBERTA F. C. WAUDBY. 1. *Witches and other Night-Fears.* 2. *Dream Children and the Child Angel.* 3. *The Praise of Chimney-Sweepers.* By CHARLES LAMB. 4. *Fun O' the Fair.* By KENNETH GRAHAME. 5. *Mary's Little Lamb.* By W. H. HUDSON. 6. *The Old Lady and the Maid-Servant.* By LEIGH HUNT. (1s. net each. Dent.)

Messrs. Dent have provided a very attractive and original substitute for the ordinary card of greeting in the form of six tastefully designed and illustrated booklets. Each brochure consists of a delightful essay by a well-known writer, and contains an envelope for posting. At the low cost of 1s. each the booklets should have a ready sale and should prove a popular substitute for the somewhat hackneyed Christmas or New Year card.

English for Schools. By G. H. CRUMP. (2s. Nelson.)

This is a book for teachers dealing with the methods and material used in an English course in a large co-educational boarding school. Assignments, time-tables, and spelling lists are included and there is a useful bibliography, together with a number of specimen notes for literary courses.

The Age Revealed : Early 17th Century Literature. Edited by SYBIL WRAGGE. (1s. 9d. Nelson.)

Every aspect of the life of the early seventeenth century in England is dealt with in these extracts. We can pass at will from the formal pronouncements of kings and statesmen and the moralizing of divines, to the letters of Lady Harley to her son and husband, or to the problems of decayed trades and unemployment as they were dealt with in contemporary diaries and records. An interesting and admirable selection.

300 *Lessons in Conversational English, with Thousands of Questions, Some Stories and Poems, Illustrations, and the Pronunciation of Every Word in Phonetic Transcription : for Schools and Private Pupils.* By W. S. WILSON. Vol. I. (2s. 6d. net. Aberdeen : The Wilson Publishing Co.)
Back Numbers. By " STET." (10s. net. Constable.)
Dido, Queen of Hearts. By GERTRUDE ATHERTON. (7s. 6d. net. Chapman & Hall.)
Dream Days. By K. GRAHAME. (1s. 9d. Nelson.)
A Shorter Pepys : Extracts from the Diary. Selected and Edited by Dr. F. W. TICKNER. (1s. 9d. Nelson.)
Selections from the Prose Works of J. M. Barrie. Selections from the Plays of J. M. Barrie. (2s. each. University of London Press.)
The Small Dark Man. By M. WALSH. (7s. 6d. net. Chambers.)
Prose and Verse Speaking for Schools. By A. DREW and B. ROBINSON. (Vol. I, 8d. Vols. II, III, and IV, 9d. each. Vols. V and VI, 1s. each. Harrap.)
A Commentary on Prose and Verse Speaking : An Introduction to Technique. By A. DREW and B. ROBINSON. (5s. net. Harrap.)
Daguerreotypes. By ADA WALLAS (Mrs. GRAHAM WALLAS). (5s. net. Allen & Unwin.)
The Marquette Readers. Third Reader. By Sisters of Mercy, St. Xavier College, Chicago. (3s. New York : Macmillan.)
How to Write Good English : Some Principles of Style. By H. BETT. (2s. net. Allen & Unwin.)
If Wishes Were Horses. By H. W. FOWLER. (6s. net. Allen & Unwin.)
Writing for Children : A Manual for Writers of Juvenile Fiction. By A. GROOM. (2s. 6d. net. Black.)
Précis-Writing and Paraphrasing. By B. R. GIBBS. (1s. Harrap.)

Selections from Rossetti and Morris. Edited by H. M. BURTON. (3s. 6d. Cambridge University Press.)

A delightful selection, beautifully printed and prefaced by a good introduction to the two poets and the whole pre-Raphaelite movement.

Short Studies in Shakespeare, By G. F. BRADBY. (6s. net, Murray.)

Mr. Bradby does not let us forget that Shakespeare was a working actor and as such more concerned with effectiveness on the stage than with consistency in statement and detail. The Hamlet study has already appeared in pamphlet form and is given here together with a series of intriguing discussions of the Sonnets, Macbeth, Falstaff, and Richard II. The fact that the conditions under which the plays were written caused them to present certain shortcomings is used to emphasize the humanity of their author and to increase our own appreciation of his genius.

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The Y.P.B. Series of Plays. (1) *The Green Monkey: a Comedy.* By V. BRIDGES. (2) *The Atonement: a Play of Sicily.* By C. ROSE and H. TIGHE. (1s. net each. Deane: The Year Book Press.)

These are the first of a new series of one-act plays. In (1) a young man receives an unexpected legacy, an amulet which bestows upon its owner the immediate fulfilment of four wishes. His first three have such deplorable results that the fourth has to be used to undo the others. (2) Roselli, a political prisoner, is to die at sundown. A Franciscan monk, Father Antonio, comes to his cell to hear his confession, from which it appears that Roselli had wronged a sister of the monk, who is roused by the knowledge to murderous intentions. Repenting immediately, and in order to atone for his evil impulse, the Father exchanges clothing with Roselli, who is dispatched to join his sister, while the monk induces the jailer to lead him blindfolded to be shot in place of the prisoner.

The Ariel Poems. 18. *Three Things.* By W. B. YEATS. *Drawings by G. Spencer.* 19. *Dark Weeping.* By "A. E." *Designs by P. Nash.* 20. *A Snowdrop.* By W. DE LA MARE. *Drawings by Claudia Guercio.* 21. *Ubi Ecclesia.* By G. K. CHESTERTON. *Drawings by Diana Murphy.* 23. *Animula.* By T. S. ELIOT. *Wood Engravings by Gertrude Hermes.* 24. *Inscription on a Fountain-Head.* By P. QUENNELL. *Drawings by A. Rutherston.* (1s. net each. Faber and Faber.)

There is a pervading tone of super-subtlety, almost of preciosity, running through all these poems, different though they are in subject and style. The accompanying drawings are so grotesque as to border on the uncouth, with the exception of the frontispiece to (20), which, in this sole instance, adds to the attraction of the text.

(1) *Little Plays of Saint Benedict.* (5s. net. Blackwell.)
(2) *The Critic on the Hearth, and Other Plays and Duologues.* By S. C. WOODHOUSE. (1s. 6d. net. Routledge.)

(1) These nine pieces, which might be termed spoken tableaux rather than plays, seem to be written in the very spirit of the old miracle and mystery plays, and to display their quality of grave simplicity and directness. The wording is beautiful both in the prose dialogue and the interspersed songs. All are founded on legend or history, and give sweet and gracious pictures of monastic life in medieval times. (2) Of the three farcical comedies in this volume, one is a lively skit on popular beauty competitions; the two young heroines are subjected by their ambitious mothers to rigorous dieting, exercises, and other devices to qualify them for a prize. There are five duologues in addition to the plays, and all are sprightly, amusing, and witty.

Dryden and Howard: 1664–1668: The Text of "An Essay of Dramatic Poesy," "The Indian Emperor," and "The Duke of Lerma," with Other Controversial Matter. Edited by D. D. ARUNDEL. (10s. 6d. net. Cambridge University Press.)

The Land of Make-Believe: A Play for Children. By F. G. LAYTON. (Walsall: Kirby.)

The Plays of John Galsworthy. (8s. 6d. net. Duckworth.)

The Ariel Poems. No. 22. *The Outcast.* By J. STEPHENS. Drawings by ALTHEA WILLOUGHBY. (1s. net. Faber & Faber.)

The Giant Killer: A Play for Children. By G. and UNA BENCE. (Health and Cleanliness Council.)

The Rape of the Lock: An Heroi-Comical Poem. By A. POPE. Edited by B. GROOM. (1s. 3d. Macmillan.)

Monthly Letters. By W. POEL. Selected and Arranged by A. M. T. (3s. 6d. Werner Laurie.)

Shakespeare. A Midsummer Night's Dream. Edited by A. F. WATT and G. E. HOLLINGWORTH. *Twelfth Night, or, What You Will.* Edited by G. E. HOLLINGWORTH and H. C. DUFFIN. (Cloth, 2s. each. Paper, 1s. 6d. each. University Tutorial Press.)

The Quest of the Golden Fleece and Other Plays from Epic Poetry. By C. W. BAILEY, in Collaboration with N. S. MILLICAN and G. R. HAMMOND. (1s. 9d. Nelson.)

Little Plays from the Greek Myths. By AUDREY HAGGARD. *The March of Poetry.* Edited by G. N. POCOCK. *Idylls of the King.* By ALFRED LORD TENNYSON. (1s. 4d. each. Dent.)

Shakespeare. King Richard the Second. Edited by A. F. WATT and G. E. HOLLINGWORTH. (Cloth, 2s. Paper Covers, 1s. 6d. University Tutorial Press.)

GEOGRAPHY

Modern World Geographies. Book II. Part I. *Central and South America.* By C. MIDGLEY. (2s.) Book III. Part I. *Africa.* By C. E. CLOWSER. (2s. 6d. Exeter: Wheaton.)

Books II and III have now been added to this useful series of modern world geographies; they are written by teachers of geography who know just what is wanted by pupils studying for a School Certificate Examination. In both volumes the lessons are well arranged and contain the most up-to-date statistical information; the basis of the work is regional, but the physical background has been worked in by degrees in the most suitable places. The text is illustrated throughout with satisfactory pictures and diagrams.

An Introduction to World Geography. By Dr. A. WILMORE. (3s. 6d. Bell.)

This geography has been written primarily for pupils preparing for the Matriculation and School Certificate Examinations. In Part I the principles of geography are explained, and in Part II each continent is described regionally. The work as a whole provides a very satisfactory course of study of the inter-relation of structure, climate, vegetation, and mineral wealth and the influence of these upon human activities. Special attention is also given to the importance of industry and commerce.

(1) *Nelson's Geography Practice: a Graduated Course of Geography, Combining the Features of Text-Books, Map-books, and Exercise-books, for Individual Work.* Edited by Dr. J. GUNN. *Geography in Pictures.* By G. S. DICKSON. (1s. 2d. Nelson.)
(2) *Nelson's Picture Geography. The British Isles.* By E. M. SANDERS. (2s. 6d. Nelson.)

These books are notable for the remarkably good pictures which they contain. In (1) each picture provides the subject of a simple lesson which cannot fail to appeal to the imagination of the young child. (2) "The Picture Geography of the British Isles" has been compiled for junior classes working largely on the Dalton system; each section leads up to individual work on the photographs and maps. The combination of beautiful pictures, clearly drawn maps, and well written text results in a most attractive geography book.

(1) *New Hand-Map of Europe Illustrating the Activities of the League of Nations and the Territorial Changes Since* 1914. Edited by G. PHILIP. (3s. G. Philip and Son.)
(2) *Picture Map of Australia.* Designed by MARGARET W. SPILHAUS. (6s. G. Philip and Son.)
(3) *Philips' British Empire Calendar,* 1930. (1s. G. Philip and Son.)
(4) *New Regional Map Books. II. Asia and Australasia.* By V. C. SPARY. (1s. University of London Press.)

(1) "The Hand-Map of Europe" (45 in. by 34 in.) shows the territorial changes which have taken place in Europe since the Great War. The political states are indicated in distinctive colours, names are clearly printed and only important places are marked. The map will be found to be most useful in the study of post war problems, for purposes of reference and for demonstration in schools and at lectures. (2) "The Map of Australia" (40 in. by 30 in.) is designed as a pictorial aid to the study of human geography. The map is printed in colours and mounted on cloth; the natural features of Australia are shown by means of quaint drawings. (3) "The Calendar for 1930" contains features similar to those of past years. The sheet for each month provides up-to-date information about the Empire which might with advantage be utilized by teachers in their geography lessons. (4) Book II of this carefully prepared series of map-books contains sixty-eight simple mapping and graphical exercises to be worked by the pupil with the help of an atlas and geography book.

Philips' Handy Theodolite. Designed by G. C. SHERRIN. (17s. 6d. net. G. Philip & Son.)

New Regional Map Books. II. Asia and Australasia. By V. C. SPARY. (1s. University of London Press.)

Asia: An Economic and Regional Geography. By Prof. L. D. STAMP. (27s. 6d. net. Methuen.)

The Way of the Sea. By H. PEAKE and H. J. FLEURE. (5s. net. Clarendon Press.)

Philips' "Wayabout" Maps. No. 2. *Oxford.* Prepared and Drawn by G. S. HOFFMAN. (1s. 3d. G. Philip & Son.)

South Wales: A Physical and Economic Geography. By S. W. RIDER and A. E. TRUEMAN. (4s. Methuen.)

Hellas Revisited. By Prof. W. M. DIXON. (10s. 6d. net. Arnold.)

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HISTORY

(1) *Matriculation History of England.* By H. C. SHEARMAN and H. PLASKITT. Part II, 1485–1688. (4s. 6d. University Tutorial Press.)

(2) *Europe and England,* 1789–1914. By P. MEADOWS. (3s. Nelson.)

(3) *History of the People of England.* By ALICE D. GREENWOOD. Vol. IV, A.D. 1834 to 1910. *The Victorian Age.* (6s. net. The Sheldon Press.)

Each of these volumes forms part of a series. (1) Messrs Shearman and Plaskitt's "Matriculation History," 1485–1688 is the first to be published of a set of four which when complete will cover the whole period from the Norman Conquest to the present day. It represents a scholarly attempt to treat history logically rather than chronologically, and to combine in one lucid survey political, social, and economic aspects. It is a model of carefulness and accuracy. (2) Mr. Meadows' book is one of his so-called "parallel" histories, in which he seeks to co-ordinate English history with European history, just as in earlier works he tried to co-ordinate economic, political, and constitutional history. The present rapid survey of European developments from the French Revolution to the Great War is to be followed by a companion volume on English affairs during the same century and a quarter. (3) Miss Greenwood, who is to be heartily congratulated on the completion of a fine piece of work, emphasises the cultural and religious aspects of English history. Her four-volume text-book, however, is full of sound information admirably expressed on all the ordinary topics of political and constitutional importance. For the upper forms of girls' secondary schools there is no more satisfactory manual at present available.

Spain: A Companion to Spanish Studies. Edited by Prof. E. ALLISON PEERS. (12s. 6d. net. Methuen.)

Spanish studies have for a long time been extensively pursued in the United States. This pursuit is, of course, due to the contiguity of the United States to the numerous Spanish republics of Central and Southern America. Only since the war, however, have these studies made any great headway in England. At the present moment one of the most noteworthy phenomena in the sphere of the higher education is the increase in the number of students reading Spanish history and Spanish literature. This timely handbook is intended for their guidance, and admirably does it serve its purpose. Eight experts, under the lead of Prof. Allison Peers, of Liverpool, survey in outline the ethnology, the language, the literature, the art, and the history of the country. Excellent bibliographies furnish guidance for further reading.

Nursery Life 300 Years Ago: The Story of a Dauphin of France, 1601–10, taken from the Journal of Dr. Jean Héroard, Physician-in-Charge, and from Other Contemporary Sources. By LUCY CRUMP. (10s. 6d. net. Routledge.)

Under a title not very appropriate, because far too general, Miss Crump presents a highly interesting and illuminating study of the infancy of the Dauphin who at the age of nine, owing to the assassination of his father, became King of France, as Louis XIII. It is based primarily on the earlier portions of the remarkable journal, well-known in France but less familiar to English readers, written with minute particularity by Dr. Jean Héroard, the physician to whom the care of the young prince was assigned. Miss Crump, however, has supplemented the journal with contemporary information drawn from many sources. The result is a vivid picture of the decade which opened the seventeenth century and closed the reign of Henry IV of France and Navarre. The heir-apparent to the French throne cannot, of course, be regarded as a typical infant of his era. Nevertheless, the pictures here presented of baby-life, of sports, of lessons, and of social functions, give some idea of the general standards of the time.

The Personality of Napoleon. By Prof. J. H. ROSE. (3s. 6d. net. Bell.)

Prof. Holland Rose's fascinating study of the personality of Napoleon was first published in 1912. We welcome this cheap and attractive reprint. The character of the great soldier and administrator is sketched under eight headings, viz., the man, the Jacobin, the warrior, the law-giver, the emperor, the thinker, the world-ruler, the exile.

The Story of Youth. By L. STODDARD. (15s. net. Gollancz.)

To a reader who is accustomed to the ordinary and necessary books on childhood and youth, written mostly from the psychological and the physiological points of view, this book comes as an almost astonishing relief. The author, a distinguished American historian and publicist, is manifestly also a lover of children, and indeed naturally dedicates the book to his own children. The children and youth of Babylonia and Egypt, of Greece and Rome, of the Middle Ages and of the Elizabethans, of Cavaliers and Puritans, of the eighteenth century, of young America, and of "the dawn of to-day," live before us in these charming descriptions. To the solid equipment of the historian the author adds the gift of imagination and a grace of style that compel the reader's attention and admiration. Alike to teachers and parents and a still larger public, this book is unreservedly commended.

British Women in the Twentieth Century. By ELSIE M. LANG. (16s. net. Werner Laurie.)

One of the outstanding features of the present century is the great change that has taken place in the status of women, and the story of this remarkable development always makes exciting reading. Mrs. Lang's book is no exception. She traces the steps in the progress of emancipation in the educational, economic, and political spheres, describes the work of women during the War and afterwards, touches upon some of the main problems affecting women. and concludes with a chapter on careers for women. It is easy in view of the great progress that has been made to forget that much still remains to be done. Mrs. Lang concentrates too much upon outstanding successes, overlooking the many anomalies that still exist.

India under Wellesley. By P. E. ROBERTS. (15s. net. Bell.)

Mr. P. E. Roberts is an admirable writer of strong and nervous English. He has also an expert's knowledge of India and Indian history. Hence his sketch of the Marquis Wellesley's great Governor-Generalship (1798–1805) is full both of charm and of illumination. He traces with a masterly hand the process by which the barriers that hitherto had divided Eastern from Western civilization in India were broken down—how Western moral standards were applied to Eastern customs; how Western officials were compelled to study Eastern languages, and to accommodate themselves to the Oriental point of view. While Mr. Roberts shows a high admiration for Wellesley's character and ability, he does more justice than is usually done to the occasional criticisms of the British Board of Control, and to the obstructions of the directors of the East India Company. He makes it clear that Wellesley's opponents were by no means always either fools or knaves. The volume is a notable addition to Anglo-Indian history.

The Old Regime in France. By F. FUNCK-BRENTANO. Translated by H. WILSON. (16s. net. Arnold.)

The Franco-Russian Alliance, 1891–1917. By Dr. G. MICHON. Translated by N. THOMAS. (16s. net. Allen & Unwin.)

The lectures delivered at the ROYAL INSTITUTION are widely known, for both their general interest and the distinction of the lecturers. Those delivered during 1929 (or in some cases, long abstracts) have now been published as Part 1 of Vol. 26 of the Proceedings of the Royal Institution, and are obtainable from Messrs. William Clowes & Sons, Ltd., 94 Jermyn Street, London, S.W. 1, price 10s. 6d. net.

* * *

The October issue of *The New Era,* the organ of the NEW EDUCATION FELLOWSHIP, is devoted mainly to impressions of the Elsinore Conference held by the Fellowship last August. A full report of the Conference is to be issued in book form early in the new year.

* * *

SIR ISAAC PITMAN & SONS, LTD., are well known for their publications on commercial subjects. To those interested in such subjects we commend this firm's autumn list which has recently been issued. The list also includes a section of technical works on engineering, etc., and some revision courses for School Certificate are also announced.

* * *

Local authorities and all who are concerned in preserving the beauty of the countryside will find much helpful information in the Report prepared by Lord Mayo, Prof. Adshead, and Prof. Patrick Abercrombie for the Thames Valley Branch of the Council for the Preservation of Rural England. The Report, which is fully illustrated with photographs, maps, and plans, is published by the University of London Press.

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MODERN LANGUAGES

Le Roi des Montagnes. By E. ABOUT. Abridged and Edited by R. H. PARDOE. (2s. Nelson.)

Three Plays: Fantasio; On ne badine pas avec l'Amour; Carmosine. By A. DE MUSSET. Edited by Dr. CLAUDINE I. WILSON. (2s. Nelson.)

We were about to begin our review of the former of these books with our usual protest against the habit of multiplying editions of the same classic. The number of editions of "Le Roi des Montagnes" and of "Colomba" must be reaching the century mark, and we have already enough to suit all purses and methods. But the present edition has indeed its reason for existence; for it contains only about a half of the original text, it is well printed and bound, as are all the books of this series, it has an excellent introduction from a very experienced hand, some pertinent notes, and a full vocabulary. But editors might give this particular text a rest for the next five years. Miss Wilson's edition of de Musset's three plays is not so good. She lacks grip in her introduction and her notes should be more positive and informative. She considers the reader is as well informed as she is. The glossary contains only unusual words, but who is to know what words are known and what unknown to the pupil?

A Pronunciation Dictionary of the French Language Based upon Gasc's Concise Dictionary. Compiled by HÉLÈNE COUSTENOBLE and M. CEPPI. (2s. Bell.)

This is a pronunciation supplement to Gasc's well-known "Concise Dictionary." Each word is followed by a phonetic transcription, but no translation. We presume that when the dictionary is reprinted, this information will follow the word as it does in Cassell's Dictionary since 1920.

Bérénice: Tragédie par Racine. Edited by W. S. MAGUINNESS. (3s. 6d. net. Manchester University Press.)

The Manchester University Series is distinguished by its choice of uncommon texts. This edition has an excellent introduction, good notes, and a useful bibliography. It is worthy to be classed with the editions of the Oxford and Cambridge Presses.

Nouveaux Contes de la France Contemporaine: Fifteen Stories of French Life, War, and Adventure. Chosen and Annotated by Dr. W. M. DANIELS. (2s. 6d. Harrap.)

Messrs. Harrap, under the expert guidance of Mr. Mansion, produce some of our best texts. In this volume we have fifteen stories by such authors as Henry Bordeaux, Jules Lemaître, Paul Bourget, René Bazin, J. H. Rosnyaîné, and Madame Vallette, known as Rachilde. There are notes, a full vocabulary, and bibliographical notices of the authors. A useful book for an upper fourth or a fifth form.

A First French Reader. By Dr. M. W. MURRAY and E. CASATI. (2s. 6d. Rivingtons.)

A short reader on reform lines with an excellent vocabulary, which, as Dr. Murray says, is active rather than passive.

Lisons et Parlons! Cours de Deuxième Année. By C. H. LEATHER and R. TALLARD. (3s. Black.)

A second year course for direct method teachers, similar to that of the first year by the same authors.

Advanced German Composition. By J. BITHELL. (5s. Methuen.)

A most excellent volume by a well-known teacher. It can be unreservedly recommended and follows the lines of Ritchie's works on French composition.

A. E. Brehm. Auf Forscherfahrt. i. *Bei den Pelikanes im Roten Meer.* ii. *Der Lebensroman der Eidervögel.* Edited, with Questions, Notes, Exercises, and Reproductions, by G. F. FRANKLIN. (1s. 6d. Bell.)

A useful term reader for second or third year students.

Dutch-English Commercial Correspondence: Containing Model Phrases, Letters, Circulars, and Business Documents, Commercial Terms and Abbreviations; Tables of Money, Weights and Measures. By J. BITHELL and J. KOOISTRA. (Cloth, 3s. net. Wrapper, 2s. net. Marlborough.)

This is one of Marlborough's useful commercial correspondence handbooks. It may be doubted if many Englishmen learn Dutch, as the inhabitants of Holland are such good linguists that nearly all speak German, English, and French.

Léopold Chauveau. Les Cures Merveilleuses du Docteur Popotame. Edited by ISABELLE H. CLARKE. (1s. 4d. Dent.)

Miss Clarke has edited quite an unusual text for the junior forms of schools. It is the French equivalent of Kipling's "Just So Stories," and with its original illustrations it is sure to be a favourite with young girls. There are questionnaires and a vocabulary.

Les Provinces de la France: an Anthology of the French Regionalist Writers. Edited by J. R. E. HOWARD. (2s. 6d. Harrap.)

Histoire d'un Petit Homme. By MARIE ROBERT-HALT. Edited by Dr. W. G. HARTOG. Authorized Edition. (2s. 3d. Harrap.)

Two further additions to Harrap's Modern Language Series. Mr. Howard has made an excellent anthology of French regionalists, an idea we do not recollect having seen carried out before. Anatole le Braz writes of Brittany, Maupassant of Normandy, Zola of Flanders, Bazin of Poitou, George Sand of Berry, Jean Ajalbert of Auvergne, Henry Bordeaux of Savoie, and Paul Arene of Provence, among others. The notes are adequate and the vocabulary good. A splendid collection to show the differences of the French race. Mr. Hartog has abridged the text by about a third; his notes are somewhat brief.

Modern German Composition, with Grammatical Notes and Phrases. By J. RIVERS and Dr. O. VOLLENWEIDER. (2s. 6d. Longmans.)

An excellent selection of pieces for translation into and from German for school certificate candidates. There are grammatical notes and phrase lists. The printing is in the best Longman tradition.

Essentials of Italian Grammar. By Prof. J. L. BATTISTA. (5s. 6d. net. Cambridge: Harvard University Press.)

A well-produced grammar which will be useful to those who wish to read, rather than speak, Italian. But to pay sixty-six pence for fifty-five pages is more than we are accustomed to do in our over-taxed country. In the United States they have more money.

In our July number we noticed Mr. S. Wormald's "Tabloid French Verbs" and stated that his book was less full than another. He now sends us a larger book of his, "A Skeleton French Note-Book," which is very complete and includes examples of all regular and irregular verbs in blank to be filled up by the pupil. This should serve its purpose well. Its price is 1s. 6d., and it is published at the Liverpool Institute.

L'Aventure Merveilleuse d'Alice. By L. CARROLL. (1s. Nelson.)

Au Bon Vieux Temps: Episodes from the Chronicles of Froissart. Modernised and Adapted by C. E. MILLS and H. B. MILLS. (1s. Nelson.)

Le Prince-Caniche. By E. LABOULAYE. Edited by Dr. R. L. G. RITCHIE. (2s. Nelson.)

Grammaire Descriptive de l'Anglais Parlé. By Prof. J. DELCOURT. (Bound, 10 fr. 50. Stitched, 9 fr. Paris: Armand Colin.)

El Mágico Prodigioso: Comedia Famosa por Don Pedro Calderón de la Barca. With Introduction, Notes and Vocabulary, by J. N. BIRCH. (3s. Methuen.)

Nelson's Second French Reader. By Dr. R. L. G. RITCHIE and J. M. MOORE. (2s. Nelson.)

Manuel Illustré d'Histoire de la Littérature Française. By G. LANSON and Prof. P. TUFFRAU. (25 frs. Hachette.)

Fiestas y Costumbres Espanolas. By Dr. C. E. KANY. (3s. Heath.)

A Practical Course in Commercial German. By S. V. DUTTON. (2s. 6d. Harrap.)

Readings from Modern Spanish Novelists. Selected and Edited by M. STEPHENSON. (2s. 3d. Harrap.)

Test Examinations in German. Arranged by A. S. MACPHERSON. (1s. 6d. Methuen.)

(*Continued on page* 908)

THE LONDON SCHOOL OF DALCROZE EURHYTHMICS, 23 Store Street, W.C. 1, announces a Christmas Vacation Class, to be held from December 30 to January 4. The course is intended as an introduction to Dalcroze method and gives no teaching qualifications.

* * *

List 45, Board of Education, recently published, price 2s., gives statistics with reference to public elementary schools in England for the area of each local authority. According to the list, Plymouth shows the largest percentage of pupils remaining after 14 years of age. A similar set of statistics is published for Wales price 1s. 6d. net.

* * *

The Rt. Hon. Augustine Birrell, K.C., presents diplomas and prizes and delivers an address on Tuesday, December 3, 1929, at 8 p.m., at the Chelsea College of Physical Education, Chelsea Polytechnic, Manresa Road, S.W. 3.

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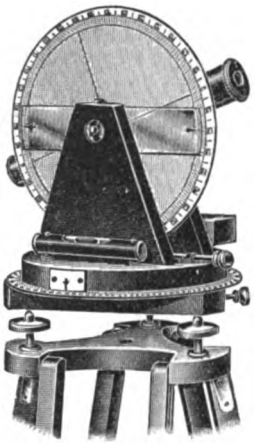

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SCIENCE

A College Text-Book of Physics. By Prof. A. L. KIMBALL. Fourth Edition. Revised by A. L. KIMBALL. (15s. net. Bell.)

A more complete revision of Prof. Kimball's "Text-Book of Physics," first published in 1911, has now been carried out by A. L. Kimball, junior, and the result is to give a useful volume adapted to the needs of students taking a first year course in college. The alterations have been made so as to bring the work more closely into accord with recent developments, thus electricity is now presented from the viewpoint of the electron theory. The most interesting feature of the fourth edition is the new chapter on radiation and the quantum theory. This gives in compact form an account of modern theories, including a description of the Bohr atom and its use in elucidating atomic and molecular spectra. The distribution of energy in the spectrum of a black body is discussed together with the quantum theory of the specific heat of a solid. The properties of X-rays and their explanation form the subject of a concluding section. Although this chapter is somewhat more advanced in treatment than the rest of the book, it is very desirable that the college or university student should obtain at least a glimpse of recent progress and learn to appreciate the problems which confront leading men in physics.

Magician and Leech: A Study in the Beginnings of Medicine, with Special Reference to Ancient Egypt. By W. R. DAWSON. (7s. 6d. net. Methuen.)

The contents of this interesting book are indicated by the sub-title. The author points out that most of the accounts of Egyptian medicine hitherto published are unsatisfactory, because they are based upon documents to which important additions have been made in recent years. Dr. Dawson's work is a pleasure to read, because it is obviously that of a first-hand investigator who knows how to select from his stores of knowledge what is most likely to interest the general reader. The book is an excellent example of what may be described as the by-ways of history.

Junior Test Papers in Physics: for the Use of Pupils Preparing for Lower Certificate, County Scholarship, Oxford and Cambridge Locals, College of Preceptors and Similar Examinations in the Junior Grade. By P. J. L. SMITH. (3s. 6d. Pitman.)

This is at least the third volume of collected test papers in physics which have been compiled by Mr. Lancelot Smith; and, undoubtedly, they will assist teachers materially in applying tests to groups of students. The later portion of the book contains what may be described as a key to the solution of the exercises, under the title "Points Essential to Answers." This has been compiled by Mr. T. H. Donald. On looking through these, we find (page 86) the following statement: Grav.=wt. per unit volume. Density=mass per unit volume. Relative density=density compared with density of some standard substance." This is apt to mystify young students, and cannot be described as correct: surely, "specific gravity" and "relative density" are synonymous! On another page, the student is told that the length of the solar day varies during the year owing to tilt of the earth's axis!

Physical Chemistry. By Dr. J. B. FIRTH. (5s. 6d. University Tutorial Press.)

We are always glad to see a new scientific text-book from the University Tutorial Press, and Dr. Firth's text-book of physical chemistry is fully up to the expected standard. It is designed for general students and for candidates preparing for the intermediate and degree examinations of the universities. All the essential elementary work is dealt with, and Dr. Firth, while not going out of his way to avoid calculations, has successfully remembered that physical chemistry is chemistry and not a branch of mathematics. We have only one criticism, *viz.* that the section on radioactive transformation and the structure of the atom is so small that it might have been better to omit it altogether.

An Introduction to Modern Organic Chemistry. By L. A. COLES. (7s. 6d. Longmans.)

This is a carefully written introduction to organic chemistry, thoughtfully planned and well produced. Mr. Coles can write good English, and has the faculty of explaining difficulties without explaining them away. His selection of material is judicious, and his instructions for practical work leave little to be desired. We are, however, surprised that he does not include a combustion in his list of experiments; no student of organic chemistry ought to proceed very far until he has carried out a complete quantitative analysis of an organic compound. The book is illustrated with portraits of famous chemists.

English Wild Life. By E. PARKER. (3s. 6d. net. Longmans.)

For the nature lover, to read this book is to remember a score of past delights, to anticipate as many in the future, and to recognize the limitations of his own experience as compared with that of the author. Few readers are likely to forget the descriptions of the drumming of the snipe, the water gambols of the shrew, or of the writer's walks abroad by day and night. No series which sets out to deal with different aspects of our "English Heritage" could ignore the part played in it by our countryside, and the editors are to be congratulated on the inclusion of Mr. Parker's book.

Everyday Chemistry. By Prof. J. R. PARTINGTON. (7s. 6d. Macmillan.)

Prof. Partington, whose "Textbook of Inorganic Chemistry" for advanced students has won such well-deserved success, now provides us with an excellent and inspiring book for use in elementary classes. It is divided into three parts, *viz.* "Chemical History and Theory," "Some Non-Metallic Elements and their Important Compounds," and "Organic Chemistry and Metals." The first part gives a fascinating account of the development of chemistry from the earliest times, on which Prof. Partington is a recognized authority. The second part covers rather more than the ground usually required for School Certificate and Matriculation, while the third describes simple organic chemistry and the chemistry of metals, with special reference to their contact with everyday life. The book is an extremely stimulating piece of work, which the reviewer has read with the utmost possible enjoyment, and with great profit. All teachers of chemistry should examine a copy; if it were generally adopted it would do much to further the scientific culture of the nation. A word of praise must be added for the illustrations, which are numerous, original, and well selected.

The Hygiene of the School: Based on the Author's "School Hygiene." By Dr. R. A. LYSTER. (5s. 6d. University Tutorial Press.)

Dr. Lyster's startling statement that the proportion of children suffering from some deformity is least among the infants and greatest among those about to leave school should constrain every school manager and teacher to see that all is hygienically in order throughout the building, playground, and classroom, and in the habits and deportment of the scholars. This most valuable guide should be studied by all responsible for upbringing.

Practical Botany: An Elementary Course in the General Morphology and Physiology of Plants, Especially Adapted for the Requirements of Students at the University of Manitoba. By Dr. A. H. R. BULLER. (6s. Longmans.)

Physics. Part IV. *Magnetism and Electricity.* By W. J. R. CALVERT. (4s. Murray.)

A History of Science and its Relations with Philosophy and Religion. By W. C. D. DAMPIER-WHETHAM. (18s. net. Cambridge University Press.)

Questions and Solutions in Magnetism and Electricity: Consisting of Solutions to the Questions set by the Board of Education and City and Guilds of London Institute in Stage I of Magnetism and Electricity during the Years 1907–1929. The Solutions by W. J. WHITE. Third Edition. (5s. net. Pitman.)

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Experimental Chemistry. By A. C. WILLIAMS. (2s. 6d. Longmans.)

Examples in Elementary Physics. By S. R. HUMBY and F. W. GODDARD. (2s. 6d. Longmans.)

Modern Science: A General Introduction. By Prof. J. A. THOMSON. (3s. 6d. Methuen.)

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Textbook of Zoology. By H. G. WELLS and Dr. A. M. DAVIES. Revised and Rewritten by J. T. CUNNINGHAM and W. H. LEIGH-SHARPE. (8s. 6d. University Tutorial Press.)

Handbook of the Geology of Great Britain: A Compilative Work. Edited by Dr. J. W. EVANS and Dr. C. J. STUBBLEFIELD. (24s. net. Murby.)

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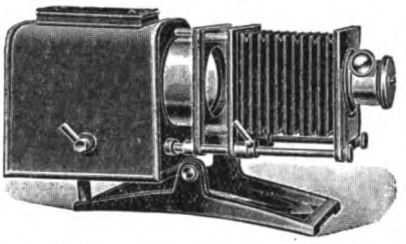

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How to Choose your Career. By W. L. IVEY. (3s. 6d. net. Pitman.)

This popular guide to young persons seeking employment or desirous of improving their position in life contains much sound advice. It gives details of the various careers open in the professions, industry, trade, and commerce, and it is written in clear style. Numerous references to reports, societies, agencies, are given in each section and these for convenience are again given in list form at the end of the book.

The Students' Handbook to the University and Colleges of Cambridge, 1929–30. (7s. 6d. net. University Press, Cambridge.)

This excellent handbook, the twenty-eighth edition, is revised to June 30, 1929. It includes the new regulations for the Moral Science Tripos and the revised regulations for the LL.B. degree. Attention is also specially directed to the modification of the regulations for exemption from the Previous Examination by certain certificates.

Mind and Brain: Phrenology for Beginners. By AMY B. BARNARD. (7s. 6d. net. Fowler.)

Phrenology has not been looked upon with much favour of recent years, a state of things due to the mountebanks of the market-place, but there must be many who desire to investigate whether there is anything in it. For such inquirers this volume will be useful. Miss Barnard presents the subject in a sane manner, her aim being to compile a text-book of practical psychology based on phrenological data. Whether the reader is convinced or no, the book will interest, for the author uses homely illustrations to drive home her points, and much is included which can be described as good honest common sense. Each chapter concludes with a questionnaire, *e.g.* How would you cultivate memory for (*a*) names; (*b*) dates; (*c*) incidents. Chapter XVI attempts to give the answer.

Oliver Untwisted. By M. A. PAYNE. (3s. 6d. net. Arnold.)

This is a moving record and it is not surprising to learn that it was commended to the attention of those present at a recent London conference on "Mental Health." The matron of a large poor law institution describes her efforts to convert the A to Z homes into something which would bear the semblance of a home to each of the 500 children concerned. She describes her difficulties with pupils and staff and the manner in which they were gradually overcome. In spite of many setbacks and in the face of considerable well-intentioned but ignorant opposition, she remained convinced that apparent disorder combined with self-expression was to be preferred to the most immaculate orderliness arrived at by repression. This book should be in the hands of all who are directly responsible for the administration of such institutions and it will no doubt be read with sympathy and interest by the many teachers interested in the psychology of the young.

American College Athletics. By H. J. SAVAGE, H. W. BENTLEY, J. T. MCGOVERN, Dr. D. F. SMILEY. (New York: Carnegie Foundation for the Advancement of Teaching.)

The eighteenth bulletin of the Carnegie Foundation was concerned with games and sports at British schools and universities; the twenty-third deals with the same subject in American colleges, where professionalism in athletics has long disturbed thoughtful Americans. The present inquiry was undertaken at the request of the Association of American Colleges, and has taken three and a half years to complete. The work has been thoroughly and conscientiously carried out, and should materially help those college presidents who are setting their faces against the transformation of college sports into professional athletic contests, with all the demoralizing evils which this transformation has caused. These are summarized by the editor as follows: "the paid coach, the gate receipts, the special training tables, the costly sweaters and extensive journeys in special Pullman cars, the recruiting from the high schools, the demoralizing publicity showered on the players, the devotion of an undue proportion of time to training, the devices for putting a desirable athlete, but a weak scholar, across the hurdles of the examination." The bulletin throws the responsibility for changing the system on the shoulders of the college president and his staff, but probably public opinion will need to be strongly roused before much headway can be made.

Principles and Methods of Club Work. By I. BRODIGAN. (Limp Cloth, 2s. Cloth Boards, 3s. Y.W.C.A.)

Cookery for Senior Modern Schools on the Individual Method. By M. D. SHIELL. (1s. Pitman.)

Those Teeth of Yours: A Popular Guide to Better Teeth. By J. M. CAMPBELL. (3s. 6d. net. Heinemann Medical Books.:)

American College Athletics. By H. J. SAVAGE, H. W. BENTLEY, J. T. MCGOVERN, Dr. D. F. SMILEY. (New York: Carnegie Foundation for the Advancement of Teaching.)

Food Values in Practice: Simple Guidance in Diet Planning and Cookery. By ETHEL M. DOBBS. (4s. net. University of London Press.)

Pitman's Year Book and Diary, 1930: *A Concise Annual for all who are Interested in Commercial Education, Commercial and Professional Examinations, and Office Work.* Edited by H. DOWNS. (1s. 6d. net. Pitman.)

Revision Exercises on the Grammalogues and Phrase-Writing: Designed to Assist the Student in the Earlier Acquisition of Speed in Pitman's Shorthand. By J. HYNES. New Era Edition. (8d. Pitman.)

Pitman's Five Minute Speed Tests (Second Series): a Series of Five Minute Tests Marked for Dictation to Shorthand Students at Rates Varying from 80 to 160 Words a Minute. New Era Edition. (1s. 6d. Pitman.)

Quarterly Report of Financial and Economic Conditions in Japan (January–March, 1929). (Tokio: Ministry of Finance.)

The Domesday Book and Birmingham, Erdington, Edgbaston, Aston, and Witton. Annoted by C. J. POWER. (6d. Birmingham: Hudson.)

Battersea Polytechnic. *Report of the Principal for the Session* 1928–29. *Examination Lists, August*, 1929.

University of London. *University College Calendar. Session* 1929–1930.

International Review of Educational Cinematograph. No. 1. July, 1929. (Rome: International Educational Cinematographic Institute.)

Oversea Education: A Journal of Educational Experiment and Research in Tropical and Subtropical Areas. Vol. I. No. 1. Oct., 1929. (1s. net. Oxford University Press.)

Board of Education. *Public Elementary Schools in England*, 1928–29. *Statistics, for the Area of each Local Education Authority in England, showing* (1) *The Number of Pupils on the Registers on the 31st March*, 1929, *According to Age;* (2) *The Number of Pupils who left during the Year* 1928–29, *for Reasons other than Further Education, on or after attaining the Age of Exemption from Compulsory School Attendance; with Summaries, by Type of Area for England and Wales.* (2s. net.) *Do., for Wales.* (1s. 6d. net. H.M.S.O.)

Catalogue of Optical Lanterns, Epidiascopes, and Other Projection Apparatus. (Newton.)

The Royal Drawing Society. *Reproductions, Examination Papers*, 1929. (3s. 6d.)

National Book Council. *Annual Report*, 1928–29.

The Outline of the Capital Reconstruction Work. (Japan Reconstruction Bureau.)

The Place of Economy in Art: The Inaugural Lecture Delivered at the L.C.C. Central School of Arts and Crafts on 11th October, 1929. By Sir H. L. SMITH. (6d. British Institute of Industrial Art.)

NATIONAL INSTITUTE FOR THE BLIND.—There is one charity which, among the numerous calls on our purses, is often overlooked although it is ever with us—the care of the blind. In Great Britain, this work is centred in the National Institute for the Blind, with headquarters at 224–6–8 Great Portland Street, London, W. 1, of which the annual report for the year ending March 31, 1929, has recently reached us (Price 1s.) Its activities, as shown in the numerous illustrations of the report alone, are many and various. An important part of its task is to provide blind persons with literature, whereby they can keep in touch with the busy world around them. This year is the centenary of the invention by Louis Braille, a blind musician, of Braille type; and no less than 21,563 bound volumes of general literature in Braille were published last year and more than half a million newspapers and magazines. In addition, there were 684 bound volumes for students and 6,260 bound volumes in Moon type, a simple embossed variation of Roman type. The students' volumes are prepared by voluntary workers who transcribe the works by hand; by this means a blind student can be supplied with technical and other works required for professional training. The Institute's activities are dealt with in the report under five main headings: Education, conquest of blindness, employment, care of sick, poor and aged, co-operation. Each section is a report of progress of which the Institute can well be proud.

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Fees, £75, £70, and £65 per annum. College tuition fees, Arts, £15, and Science, £20 per annum. Scholarships of £25 awarded on the result of Entrance Scholarship Examination of University College, Cardiff, held annually in the Spring. Students prepared for the B.A., B.Sc., and Degrees of the University of Wales. Departments for Elementary and Secondary Training are attached to the College. Students with recognized academic qualifications can enter in October for one year Secondary Training Course. In the Medical School the composition fee varies from £20 to £35 per annum.—Apply to the PRINCIPAL.

UNIVERSITY COLLEGE OF NORTH WALES, BANGOR
University Hostels for Women Students.
Warden: Miss M. ORLIDGE DAVIS
(Hons. Hist. Oxon.).
Fees, £51, £56, and £61 per annum.
Prospectuses of Degree Courses, Teachers' Training Department, Kindergarten Department, and Departments of Agriculture and Electrical Engineering, and of Music can be obtained from the REGISTRAR, University College, Bangor.

CRICH, DERBYSHIRE

DERBYSHIRE HILLS.—Vegetarian Guest House, alt. 600 ft. Rest and comfort amid beautiful scenery. Glorious walking district. Tennis, picnics, motor trips. —Mr. and Mrs. LUDLOW, "The Briars," Crich, near Matlock (Ambergate Station, L.M.S.).

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NORBURY HOUSE. — Entrance facing Baths. Guests received in fine old Manor House. Every modern comfort. Three acres of beautiful garden. Nearest to Golf Links. Telegram and Telephone: 53 Droitwich. Illustrated booklet.

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TRANSLATIONS AND INQUIRIES

One of these COUPONS must be enclosed with each Competition, or Editorial Inquiry, sent in.

DECEMBER 2, 1929. VOL. 61. NO. 725.

Sir BENJAMIN GOTT on State-Aided Secondary Schools

"There has never been such a wide interest in educational matters as there is to-day."

See the June (1926) issue of *The Journal of Education and School World*. Sent post free to any address for eightpence.

PROFESSIONAL EDUCATION

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See an Article by A. E. WHEELER, M.A., Registrar of the University of Leeds, in the December, 1926, issue of *The Journal of Education and School World*.

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UNIVERSITY COLLEGES, Training Colleges, and Technical Schools.

See also pages 845-851, 863, 867, 884-891, 909; [Halls of Residence, Pensions, &c.] 846; [Physical Training Colleges] 849; [Scholarships] 850, 851, 879; [List of Schools] 849.

TWENTIETH

Holiday Course for Teachers

MUSIC TRAINING DEPARTMENT

KENSINGTON HIGH SCHOOL

(G.P.D.S.T.)

St. Alban's Road, W.8

Nearest Stations:
Gloucester Road and Kensington High Street.

TO BE HELD FROM

MONDAY, December 30, 1929, to SATURDAY, January 11, 1930
(inclusive)

From 10 a.m. to 12 noon (including Saturdays)

Fee: £3 3s. for the Course

THIS Course is designed to instruct Teachers in the work done in the Ear Training Classes at Kensington, which includes Sight-Singing, Ear Training in Rhythm, Time and Tune, Dictation of Melodies and Chords, Harmonizing of Melodies, Elementary Transposition, Extemporizing, Musical Appreciation, &c.

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HEAD OF THE TRAINING DEPARTMENT:
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Students are prepared for the London (Internal) Teachers' Diploma, Cambridge Teachers' Diploma, and the examinations of the National Froebel Union.

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Practice in Secondary and Primary Schools.

Diploma Students are registered as Internal Students of the London University and attend University Lectures.

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An Examination for three Major Open Scholarships of £50 per annum together with free tuition (open to men and women), one Wantage Scholarship of £80 per annum (open to men), and one St. Andrew's Hall Scholarship of £60 per annum (open to women) will be held at the University on March 21-25, 1930. Candidates must be prepared to read for a Degree in Arts, Science, Agriculture, Dairying, or Horticulture. Entries must be sent in by February 21, 1930.

An Open Scholarship in Fine Art, of £16 per annum, together with free tuition (open to men and women), will be offered in June, 1930. Entries must be sent in by June 28, 1930.

An Examination for one or more Scholarships in Music, each of £60 per annum (open to men and women), will be held at the University on June 18, 1930. Entries must be sent in by June 4, 1930.

The Scholarships are tenable at the University for three years (in ordinary cases) from October, 1930. A Prospectus of Scholarships, and other prospectuses of the University, may be obtained from the REGISTRAR.

UNIVERSITY OF LONDON COMMERCE DEGREE BUREAU and APPOINTMENTS BOARD

THE BUREAU assists External Students in their preparation for the Intermediate and Final Examinations for the University of London Commerce Degree.

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MIME PUBLIC SPEAKING
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Prospectus on application to the REGISTRAR.

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Session 1929-30

DIPLOMA COURSES.—(1) Training for Teachers in Cookery, Laundry-work, and Housewifery. (2) Training for Teachers in Dressmaking, Needlework, and Millinery.

CERTIFICATE COURSES.—(1) Housewife's Course. (2) Lady Housekeeper's Course. (3) Institutional Housekeeper's Course. (4) Cook's Certificate Course. (5) Institutional Cook's Course. (6) Advanced Cook's Course. (7) Dressmaking Course. (8) Needlework Course. (9) Tailoring Course. (10) Millinery Course. (11) Upholstery Course. (12) Laundress's Course. (13) Sister Tutor's and Dietitian's Course.

Practical Lessons in all subjects given daily.

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Prospectus may be had on application to Miss D. H. MELVIN, J.P., Principal.

THE EDUCATION OF THE ENGINEER. By Colonel Ivor Curtis, C.B.E. This deals more particularly with the apprenticeship period, and discusses the Air Force Scheme. See *The Journal of Education and School World* for October, 1928, pages 745, 746, 750.

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UNIVERSITY COLLEGES, Training Colleges, and Technical Schools.

See also pages 845–851, 863, 867, 884–891, 909; [Halls of Residence, Pensions, &c.] 846; [Physical Training Colleges] 849; [Scholarships] 850, 851, 879; [List of Schools] 849.

MUSIC and MODERN EDUCATION

NEW YEAR VACATION COURSE JANUARY 6TH to 10TH 1930

AIM. This course is designed to assist Teachers of Music and those interested in Musical Education to survey modern developments in Music and Education and to apply these to their individual problems.

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INTRODUCTORY LECTURE, JANUARY 4, 1930, at 3 p.m. Admission free by ticket which will be sent on request.

FOR FULL PARTICULARS WRITE TO: Miss MABEL CARNELL, The Studio, 2 Hall Road, St. John's Wood, London, N.W. 8

BEDFORD EDUCATIONAL ASSOCIATION KINDERGARTEN AND TRAINING COLLEGE.

The Crescent.

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Principal: Miss MARGARET SPENCE.

A thorough training is given at the above College to Students preparing for the National Froebel Union Examinations. Opportunity for Class Teaching is afforded in the Kindergarten, Transition, and Preparatory Classes.

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* Replies to these advertisements should be addressed "No. ——, c/o *Mr. William Rice, Three Ludgate Broadway, E.C.4.*" Each must contain sufficient *loose* stamps to cover postage on to advertiser. *Post Cards* will NOT be sent on

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(FOUNDED BY CECIL J. SHARP)

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Saturday, December 14, at 3 p.m., at GREAT HALL, LONDON UNIVERSITY
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All particulars from:
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For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Egham, Surrey.

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EXAMINATIONS for Degrees in Music are held as follows: Matriculation, January, June and October. Final Mus.D., March only. First Mus.B., March and September. Final Mus.B., September only.

For particulars apply—SECRETARY OF EXAMINATIONS, University Offices, Durham. Copies of former Examination Papers, 1s. 8d. per set.

THE INCORPORATED

FROEBEL EDUCATIONAL INSTITUTE

COLLEGE FOR TEACHERS:
GROVE HOUSE, ROEHAMPTON LANE, S.W. 15.
DEMONSTRATION SCHOOL:
COLET GARDENS, W. KENSINGTON, W. 14.

Chairman of Committee:
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Principal: Miss E. E. LAWRENCE.

Head Mistress of School: Miss E. M. BAIN.

Students are trained for the Examinations of the National Froebel Union.

Prospectuses and particulars as to Scholarships and Grants from the Board of Education may be obtained from the SECRETARY.

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For Syllabus of Examinations—
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"SCHOOLS AND UNIVERSITIES OF GREAT BRITAIN"

The Publisher of "The Journal of Education and School World" has still in stock a few copies of the numbers January to December, 1926, or subscribers wishing to complete their sets of this series.

LITERATURE IN THE SCHOOLS. By E. E. Reynolds, Royal Grammar School, Colchester. "Publishers now produce school books which are a pleasure to read and handle. This in itself does much to foster a greater respect for literature."—See the August, 1928, issue of *The Journal of Education and School World.*

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PHYSICAL TRAINING, REMEDIAL GYMNASTICS, &c.

THE LING ASSOCIATION
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(And Affiliated Gymnastic Societies)

FOUNDED 1899.

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FOUNDED 1900

LIVERPOOL, but standing in 18 acres of beautiful grounds, a residential College for Students who wish to become Gymnastic and Games Mistresses.

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A List of Schools
[Cost of insertion under this heading sent on application]

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PREPARATORY SCHOOL,
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Good playing-field, excellent golf links; riding, safe bathing.

Escort from London, Crewe, Sheffield, Leeds, Manchester, Liverpool, and Carlisle.

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INTERCHANGE OF TEACHERS. By G. R. Parker, B.A., B.Sc., Roan School, Greenwich. See the August, 1928, issue of *The Journal of Education and School World.*

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LING'S SWEDISH SYSTEM.

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The Course of Training extends over three years, and includes the Theory and Practice of Educational Gymnastics, Massage and Medical Gymnastics, Anatomy, Physiology, and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, Net Ball, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games, Swimming, and Boating in the summer. Fees: £165 per annum.

For prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

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HEADMISTRESS: Miss MAY FOUNTAIN

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Girls are prepared for Universities. Oxford and Cambridge Joint Board, Associated Board, Music and Royal Drawing Society Examinations.

75 boarders, daughters of professional men (reduction for daughters of clergy).

Fees, £90 per annum.—Apply The Sister-in-charge.

ST. ELPHIN'S CHURCH OF ENGLAND SCHOOL, DARLEY DALE, MATLOCK.—For the Daughters of Clergy and Laity. Headmistress, Miss MARGARET FLOOD M.A. (T.C.D.), Classical Tripos, Cambridge.

Fees: Daughters of Clergy, £30 a term. Daughters of Laity, £40 a term.

JUNIOR WING for pupils 8–12.

Bursaries available for Clergy daughters fulfilling conditions of the Foundation.

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An Entrance Scholarship of £80 a year to Candidates under 14 on May 1st each year.

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Tel. 95. **ERDINGTON, BIRMINGHAM**

PRINCIPAL: Miss M. E. SQUIRE (Bedford P.T.C. Diploma)

LING'S SWEDISH SYSTEM

Complete training for Teachers' Diploma (open to girls of good education) in Theory and Practice of Swedish Educational Gymnastics, Medical Gymnastics, and Massage, all branches of Games and Dancing, Swimming. The Theory includes the study of Anatomy, Physiology, Hygiene, Elementary Psychology, &c.

Students prepared for the Conjoint Examination of the Chartered Society of Medical Gymnastics and Massage.

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Two Scholarships of £50 are offered annually for proficiency in Games, Gymnastics, or Dancing. For Prospectus and particulars of Scholarships apply SECRETARY.

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KENSINGTON GORE, S.W. 7.

Recognized by the Ling Association for Diploma Examination, and the Board of Education for Burnham Scale of Salaries.

Principal: Miss C. M. DAVY, M.C.S.M.M.G.
Diploma Chelsea Physical Training College.
Member of the Ling Association.

Training in Danish and Swedish Educational and Remedial Gymnastics, Games, Dancing, Swimming, Fencing. All theoretical subjects. Preparation for Public Examinations, including Ling Diploma Excellent situation opposite Kensington Gardens, where games are practised and recreation is taken. Residence in House or in Hostels nearby.

Posts Vacant

POSTS ABROAD

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, Townsend House, Greycoat Place, London, S.W. 1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

MISTRESS-SHIPS

HARROGATE COLLEGE.—Wanted in May or September next (preferably May) experienced teacher of Gymnastics and Swimming, assisting also with Games and Dancing; Dartford or Bedford trained.

Apply, giving full particulars, to the HEADMISTRESS.

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CITY OF OXFORD EDUCATION COMMITTEE

THE GIRLS' (SELECTIVE) CENTRAL SCHOOL

REQUIRED FOR JANUARY, an ASSISTANT MISTRESS (if possible, a Graduate with Teaching Diploma) for Science—Chemistry and Physics mainly. Teaching experience desirable but not essential. Salary in accordance with Standard Scale II; an additional allowance may be made for special qualifications and responsibility.

Application forms may be obtained from, and must be returned to, the undersigned, not later than Monday, December 9, 1929.

A. C. CAMERON,
Secretary for Education.

Education Offices,
City Chambers, Oxford.

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MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council:
Sir THOMAS W. H. INSKIP, C.B.E., K.C.

Principal:
Miss E. C. LODGE, M.A., D.Litt., F.R.Hist.S.

A SCHOLARSHIP Examination will take place March 31–April 2, 1930, on the results of which a Scholarship of £75 for Classics will be awarded, and also other Scholarships from £60–£30, and Exhibitions.

Students are prepared for the Arts and Science Degrees of the University of London.

Fees.—Residence, £90 a year; Tuition from 38 guineas a year.

For further particulars apply to THE SECRETARY—

WESTFIELD COLLEGE,
Hampstead, N.W. 3

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS. An Examination will be held, May 29–31, 1930, for Scholarships open to boys under 15 on May 1, namely, one Alfred Smith Scholarship of £50, and about five Junior Platt Scholarships equal in value to the tuition fee (at present £50). Assistance, by partial remission of Tuition Fees, may be given at the discretion of the Governors to Scholars and other boys showing promise in cases where need of such assistance exists. Application should be made at the time of entry. Further particulars may be had from the HEADMASTER, Aldenham School, Elstree.

BISHOP'S STORTFORD COLLEGE. ENTRANCE SCHOLARSHIP EXAMINATION.—An EXAMINATION is held annually in June, when SCHOLARSHIPS, EXHIBITIONS, and BURSARIES, varying from £50–£10 are offered.—Apply to the Headmaster, Mr. F. S. YOUNG, M.A.

BRIGHTON COLLEGE

AN Examination will be held in June, 1930, to elect to EIGHT SCHOLARSHIPS varying in value from £80 to £45 a year. Full particulars on application to the HEADMASTER.

BROMSGROVE SCHOOL

SIX Scholarships and Exhibitions will be offered for competition on June 17 and 18, 1930. Candidates for Scholarships must be under 14 on June 1.

Further information from THE HEADMASTER, The School House, Bromsgrove, Worcestershire.

CANFORD SCHOOL, WIMBORNE

AN Examination will be held during the first week each July, for the awarding of One Scholarship value £100, and Six Scholarships, value £60 downwards, open to boys under 14 on June 1 previous. Boys under 15 on the same date may compete for one of the Scholarships, but a higher standard of work will be expected. For particulars apply to the HEADMASTER.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships varying from £80 to £25 will be held in June, 1930. Age limit, 14½ years on July 1, 1930. Special Exhibitions each Term for Sons of Clergy. Apply P. BOLTON, M.A., Headmaster.

DENSTONE COLLEGE

AN Examination for Entrance Scholarships and Exhibitions (value £80 to £30 a year) will be held in June, 1930. Applications for entrance forms and particulars should be made before May 12 to the SECRETARY, Denstone College, Staffs.

ENGINEERING SCHOLARSHIPS

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in APRIL. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C. 1.

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A SCHOLARSHIP of £100 per annum for three years will be awarded on the result of an Examination to be held at the School from April 2 to 5, 1930. For full particulars apply to the HEADMISTRESS.

GLENALMOND

ENTRANCE Scholarships, Exhibitions, and Bursaries, 1930.—An examination, which may be taken at preparatory schools, will take place on June 4 and 5, for open scholarships and exhibitions, War Bursaries, Sons of Clergy Bursaries, and Clerical Exhibitions.

Age limit for scholarships: 14 on June 1, 1930; for exhibitions and bursaries: 15 on September 20.—Apply to the WARDEN.

GIGGLESWICK SCHOOL

SIX Scholarships will be offered in October. Full details from the HEADMASTER, Giggleswick School, Settle, Yorks.

KING'S SCHOOL, BRUTON, SOMERSET

THIS School, which was founded in 1519, is an endowed Public School in which boys are prepared primarily for University, Army, and Professional Examinations. Three Scholarships (£50, £40, and £30 per annum), tenable in the School, are offered annually in June, and there are two Leaving Exhibitions and one Leaving Scholarship. There is a Junior House for boys under 12. Fees, £84 to £91.—C. H. TREMLETT, M.A., Headmaster.

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KING WILLIAM'S COLLEGE, ISLE OF MAN

MODERATE Fees. Entrance Scholarship Examination in March.—Apply to the SECRETARY.

LANCING COLLEGE SCHOLARSHIPS, 1930

ENTRANCE Scholarships will be offered for competition in May. Candidates must be over 12 years of age and under 14 on June 1.

(*a*) Six SCHOLARSHIPS (at least), Classical and Modern, varying from £100 to £50 per annum, according to merit and needs.

(*b*) Two CHORAL EXHIBITIONS of £80 per annum, open to all boys who can sing and read music.

Candidates will be examined in London, unless further notice is given to the contrary.

For information apply to the Headmaster Lancing College, Shoreham, Sussex.

LEYS SCHOOL, CAMBRIDGE

SCHOLARSHIP Examination in June, 1930. Four Scholarships of £50 and a number of Exhibitions will be offered Entries must reach the Headmaster before May 31, 1930.

LOWTHER COLLEGE,
Bodelwyddan Castle, Rhuddlan, N. Wales

TWO Open Scholarships of the annual value of £80 each are offered each September to students who have obtained the Oxford School Certificate and wish to prepare for the Higher School Certificate. Applications, stating Credits gained in School Certificate Examination, to be sent to SECRETARY not later than Sept. 1, 1930.

MALVERN COLLEGE

ABOUT TWELVE ENTRANCE SCHOLARSHIPS, value £100 to £40, and some Exhibitions, value £25 to £12, will be awarded by Examination to be held in June, 1930.

Particulars of these and certain other Exhibitions (awarded without Examination) from the HEADMASTER OR BURSAR.

MALVERN GIRLS' COLLEGE

AN Entrance Scholarship of £100 a year, and Exhibitions varying in value from £60 to £10 a year, will be awarded on the results of an examination held the first week in April for candidates under 15 on September 1st following the examination.

An additional Scholarship will be awarded to a candidate offering instrumental music; and one for Domestic Science for girls over 16.

For further particulars, apply to the HEADMISTRESS Miss I. M. BROOKS, M.A. (Girton College), Cambridge.

MERCHANT TAYLORS' SCHOOL

AN Examination for five Entrance Scholarships, for boys over 11 and under 14 years of age, is held twice a year.

Full particulars and entrance forms may be obtained from the SECRETARY, Merchant Taylors' School, London, E.C. 1.

MONKTON COMBE SCHOOL, Near BATH

TWO Open Scholarships value £80 and £60 per annum and two Exhibitions each value £25 per annum will be offered at an Examination to be held at Monkton Combe School in June, 1930.

For further particulars apply to the HEADMASTER.

NEWNHAM COLLEGE, CAMBRIDGE

SCHOLARSHIPS of a minimum value of £30, which may be increased up to £100 for Major Scholarships and to £50 for Minor Scholarships, are offered in February, 1930, on the results of a joint examination with Girton College. A certain number of Exhibitions may also be awarded. Particulars may be obtained from the PRINCIPAL.

OUNDLE SCHOOL

AN Examination for Entrance Scholarships is held annually in June.

For further particulars apply to the HEADMASTER, Oundle School, Northamptonshire.

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SEDBERGH SCHOOL

THE Examination for Ten ENTRANCE SCHOLARSHIPS and EXHIBITIONS, of the annual value of £100 to £40, will be held in May or June, in London and Sedbergh, after a preliminary test at Preparatory Schools. Candidates must be under 14 years of age on January 1, 1930.

For further information apply to THE HEADMASTER'S SECRETARY, Sedbergh School, Yorkshire.

ST. EDWARD'S SCHOOL

A SCHOLARSHIP Examination will be held on June 3rd, 4th, and 5th. Scholarships are two each of £100, £70, and £50, and several Exhibitions of £30. The major Scholarship of £100 may not be awarded if candidates do not show sufficient merit. Candidates must be under 14 on May 1st. There are also Bursaries of £30 for sons of clergy.

Further information can be obtained from the Bursar, St. Edward's School, Oxford.

STONYHURST COLLEGE

FIVE JUNIOR ENTRANCE SCHOLARSHIPS of £40 a year, and ONE Exhibition of £40, will be awarded on the results of an examination to be held in June, 1930. Candidates must be under 14 on the following September 1, and allowance is made for age. The subjects of examination are: (Compulsory) Latin, French, English, including History and Geography; and Elementary Mathematics. (Optional) Greek OR Additional Mathematics.

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SHREWSBURY SCHOOL

A SCHOLARSHIP Examination is held annually early in May. The Scholarships are about seven in number. Candidates must be under 14 on April 1 in the year of competition.

Further information can be had on application to the HEADMASTERS' SECRETARY, School House, Shrewsbury.

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Continued on page 883

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ASSISTANT MISTRESS for important High School in Northern County, to teach Junior Form Subjects to children ages from 8 to 9. She should also be able to offer Music and teach Kindergarten Singing and help with Games. Higher Froebel Certificate with some teaching experience essential. Non-resident, Burnham Scale.—No. 38,712.

TWO ASSISTANT MISTRESSES for important Private School for Girls on South Coast, to teach between them all Junior Form Subjects, including Arithmetic and Handwork to children ages from 8 to 12. One Mistress should be trained (preferably Froebel). Resident, from £60 to £100.—No. 38,767.

SENIOR MISTRESS for Mixed School in London area, to take General Form Subjects up to Senior Oxford Standard. Graduate with experience essential. Resident, commencing £100.—No. 38,831.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications, and experience, and enclosing copies of their Testimonials. A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION,** and **no Fee of any kind** is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS

[*See page* 887.]

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The following are selected from a number of **January Vacancies,** for which Messrs. TRUMAN & KNIGHTLEY have been instructed to put forward candidates:

JANUARY VACANCIES FOR UNIVERSITY WOMEN AND SPECIALISTS.

English, History, and General Form Mistresses.

SENIOR ENGLISH MISTRESS for high-class Boarding School on the South-East Coast, to teach English and Latin throughout the School. Elocution desirable. Boarding School experience essential. Church of England. Good resident salary. A 139,308

ENGLISH MISTRESS for good-class Private Boarding School in Home County. Some experience essential. Resident, from £100. A 130,620

ASSISTANT MISTRESS for mixed Secondary School in the North, to teach Junior English and History. Previous experience essential. Non-resident, Burnham Scale. A 139,544

ASSISTANT MISTRESS for recognized Special School in London, to teach English, History, and French to School Certificate standard, and Method to a few students. Resident, £180–£200. Pensionable service. G 139,595

ASSISTANT MISTRESS for County Secondary School near London, to teach History, Elementary Mathematics, and Latin. Oxford or Cambridge graduate preferred. Non-resident, Burnham Scale. G 139,542

TWO ASSISTANT MISTRESSES for good-class Private School near London, to teach between them English, History, French, and Latin. Experience essential. Resident, from £120. F 139,389

ASSISTANT MISTRESS for Proprietary Boarding and Day School on the South-East Coast, to teach History and Geography. History graduate preferred. Resident, £140. A 139,401

LECTURER for Church of England Training College in India, to teach English and History to Higher Certificate standard, and if possible, the Principles and Practice of Education. Church of England. Resident, 200 rupees per month. Passage paid on three years' service. A 138,483

ENGLISH SPECIALIST for high-class Girls' School in Siam, to sail February, 1930. Aged 28–35. Resident, £500. Passage paid on three years' agreement. A 139,484

Classical Mistress.

CLASSICAL MISTRESS for Girls' Public Boarding School in the South, to teach Latin, a little Greek, and English. Some experience essential. Non-resident, Burnham Scale. A 139,429

Modern Language Mistresses.

ASSISTANT MISTRESS for Public Secondary School in the North, to teach French and German to beginners. Honours graduate essential. May be temporary. Non-resident, Burnham Scale. F 139,280

ASSISTANT MISTRESS for Private Day School near London, to teach French throughout the School and Arithmetic to children aged 10–14 years. Examination experience essential. Resident, £100–£110. F 139,521

FRENCH MISTRESS for Private Home School in the Midlands, to teach French and some subsidiary subjects. Experience essential. Resident, from £90. F 139,244

ASSISTANT MISTRESS for recognized Orphanage School in the Midlands, to teach French and some subsidiary subject. Resident, £90. F 139,354

ASSISTANT MISTRESS for Private Boarding and Day School in the North, to teach French, History, and if possible, English. Residence abroad essential. Resident, £90–£120. F 139,554

Geography Mistresses.

GEOGRAPHY MISTRESS for Diocesan Boarding School in New Zealand, to sail February, 1930. Elementary Mathematics and Games desirable. Resident, £150, commencing. Passage paid on four years' agreement. C 138,789

GEOGRAPHY MISTRESS for mixed Secondary School in the North, to teach Geography and Junior Mathematics. Some experience essential. Non-resident, Burnham Scale. C 139,545

ASSISTANT MISTRESS for high-class Private School on the South Coast, to teach Geography and Mathematics. Church of England. Resident, £100. C 138,788

Mathematical and Science Mistresses.

MATHEMATICAL MISTRESS for high-class Private Boarding School in the South-West. Geography or Science desirable as subsidiary subject. Resident, £130. C 139,014

ASSISTANT MISTRESS for recognized Private Boarding School in Home County, to teach Mathematics, Physics, and Elementary Science. Resident, £120. C 139,095

MATHEMATICAL MISTRESS for recognized Private School in Scotland, to teach Mathematics and Games (Hockey and Cricket). Training or experience essential. Resident, £100–£120. C 139,419

ADDITIONAL MISTRESS for large Public Secondary School in the Midlands, to teach Mathematics. Good honours degree essential. Non-resident, Burnham Scale. C 139,347

MATHEMATICAL MISTRESS for Public Boarding School in Western County. Good experience essential. Resident, Burnham Scale, less £65 C 139,422

MATHEMATICAL MISTRESS for high-class Private Boarding School in Home County. Good degree essential. Resident, Burnham Scale. C 138,563

ASSISTANT MISTRESS for large Private School near London, to teach Mathematics and Latin. Resident, £130–£140. C 139,596

MATHEMATICAL MISTRESS for Church High School in the North. Some Latin desirable, but not essential. Honours graduate. Church of England. Non-resident, about £226. A 139,547

MATHEMATICAL MISTRESS for recognized Private School in Midlands. Boarding School experience very desirable. Resident, £100. C 139,242

SCIENCE MISTRESS for high-class Private School in Midlands, to teach Botany and Elementary Science. Some subsidiary subject needed. Resident, £120–£150. C 139,421

SCIENCE MISTRESS for high-class Private Boarding School on South Coast, to teach Elementary Chemistry and Botany. Good degree essential. Adequate resident salary. C 139,597

SCIENCE MISTRESS for Public School in the South-West, to teach Chemistry and Botany. Some experience essential. Church of England. Adequate resident salary. C 138,862

ASSISTANT MISTRESS for Private Day School in the North, to teach Mathematics and Botany, to Matriculation standard. Church of England. Resident, £90–£100, or possibly, non-resident. C 139,502

ASSISTANT MISTRESS for good-class Private School in Western County, to teach Botany, Elementary Science, and Geography. Church of England. Resident, £90–£100. C 139,655

ASSISTANT MISTRESS for large recognized Private School in Western County, to teach Botany and Geography to Matriculation standard. Boarding School experience very desirable. Resident, £100–£120. C 139,504

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TRUMAN & KNIGHTLEY'S ANNOUNCEMENTS—contd.

JANUARY VACANCIES FOR NON-UNIVERSITY WOMEN

General Form Mistresses.

ASSISTANT MISTRESS for Private Boarding School in North Wales, to teach Latin and Mathematics, also some other subjects. She must be thoroughly interested in girls, and be able to take part in Games. Experience essential. Resident, about £100–£140 according to qualifications. G 138,912

ASSISTANT MISTRESS for good-class Private School on South Coast, to teach modern Geography, Botany, and French Translation to Matriculation standard. A knowledge of Games and Elocution is desirable but not essential. Resident, about £90. G 139,552

ENGLISH MISTRESS for Private Boarding School on East Coast, to teach English Subjects, History, Scripture, and good French to Matriculation standard. Churchwoman with experience essential. Resident, about £100 or more to an experienced and qualified Mistress. G 138,806

ASSISTANT MISTRESS for good-class Private School in Home Counties, to teach Geography, History, and Junior Mathematics. She must be able to take Matriculation work. Training or experience essential. Resident, £100. G 139,288

ASSISTANT MISTRESS for Private Recognized Boarding School in North Wales, to teach Latin, French, and English History. Previous experience essential. Resident, £100. G 139,485

ASSISTANT MISTRESS for good-class Private Day and Boarding School in North-West County, to teach English, History, Geography, Arithmetic, Algebra, and Geometry to Form IV. Ability to offer Elocution desirable, but not essential. Good discipline and previous similar experience necessary. Resident, £60–£70. G 139,409

ASSISTANT MISTRESS for good-class Private Boarding School on South-East Coast, to teach Mathematics and Geography. Some qualifications with either experience or training. Churchwoman essential. Adequate resident salary. G 139,287

ASSISTANT MISTRESS for Boys' Preparatory School in Home Counties, to take General Subjects with small boys, also Music and Drawing. Resident, £75. J 139,657

JUNIOR FORM MISTRESS for high-class Recognized Boys' Preparatory School in London, to teach the usual subjects. Good discipline and some previous experience essential. Adequate resident salary. J 139,403

Froebel-Trained Mistresses.

PREPARATORY MISTRESS for Private Class of girls in the Midlands, to teach children up to 12 years of age. The usual subjects are necessary, and a knowledge of Eurhythmics and Music is very desirable. Netball is also essential. Resident, from £80–£100. K 139,616

KINDERGARTEN MISTRESS for Private Boys' School in the Midlands, to take General Kindergarten and Form I work, also Singing and Woodcarving. Higher Froebel Certificate preferred. Resident, £70. K 139,100

KINDERGARTEN MISTRESS for high-class Private Day and Boarding School in South-East London, to teach the usual subjects, also Elementary Piano. Higher Froebel Certificate essential. Resident, £70. K 139,464

KINDERGARTEN MISTRESS for middle-class Private School in North-West County, to take the usual subjects, also Elementary Botany and Nature Study. Ability to take Guidework and if possible Games. Higher Froebel Certificate essential. Resident, £70 commencing. K 139,348

PREPARATORY MISTRESS for Co-educational Day School in Home Counties, to take charge of a class of fourteen children, average age 6 years. She must be either musical or able to take Handwork with older children. Froebel Certificate essential, also, if possible, some experience. Resident, £80 commencing. K 139,364

FROEBEL TRAINED MISTRESS for Convent School in Southern County, to teach the usual subjects. Roman Catholic essential, with, if possible, some experience. Adequate resident salary. K 138,989

KINDERGARTEN MISTRESS for Nursery Home School in the Midlands, to teach all the usual subjects. Previous experience essential, also good discipline. Resident, about £60. K 138,915

KINDERGARTEN MISTRESS for small Private School in the North, to take a Class of sixteen children from 5 to 8 years of age, and also teach one of the following subjects: Rhythmic Dancing, Drill, Nature Study, Handwork, or Singing. Light post. Resident, £50–£60. according to subjects offered. K 139,424

JANUARY VACANCIES FOR TEACHERS OF SPECIAL SUBJECTS

Art Mistresses.

ART MISTRESS for Public Boarding School in North Wales, to teach Art throughout the School for School Certificate, etc. Ability to offer some Piano, Aural Culture, German, or some Handwork desirable but not essential. Churchwoman necessary. Commencing resident salary, about £93, or less and free time. B 139,556

ART MISTRESS for Private School in South America, to teach Ablett's Drawing, Painting, and Design throughout the School. The mistress should leave England in January. Resident, £100. Outward second-class passage on a three-years' agreement. B 138,844

ART MISTRESS for Private School in South-West County, to take Art and Handicrafts throughout the School. Some General Elementary subjects to a Junior Form. Training or experience. Resident, £70 commencing. B 139,179

Music Mistresses.

MUSIC MISTRESS for high-class Private Recognized Boarding School close to South Coast. Pianoforte, Class Singing, Choir Practising, and Accompaniments. L.R.A.M. or A.R.C.M. Experience or training. Resident, £110 initial. B 138,916

SENIOR MUSIC MISTRESS for high-class Private Recognized Boarding School in Home Counties. Good Pianoforte essential, Class Singing a recommendation. First rate qualifications, training, and experience. Resident post. Adequate salary. B 138,972

SENIOR MUSIC MISTRESS for large Church of England Secondary Boarding and Day School in Australia. Pianoforte in preparation for examinations. Organ for Chapel Services. Choir training and Class Singing. Fully qualified and experienced. Churchwoman essential. Resident, £200, and £45 towards passage. B 138,302

SECOND MUSIC MISTRESS for Public Boarding School on the South Coast, who is thoroughly good at the Organ and able to play for Chapel Services. Previous experience in a good School essential, also Churchwoman. Resident, Burnham Scale. B 139,685

MUSIC MISTRESS for Private Recognized Boarding and Day School in Scotland, to teach Piano, preparing for Advanced Examinations, Class Singing, and to undertake the general musical education. Resident, £100–£120. B 139,420

MUSIC MISTRESS for high-class Private Boarding School on the South Coast, to teach Piano, Theory, etc. Ability to prepare for examinations essential, also experience. Resident, £85–£110 according to qualifications. B 139,557

THIRD MUSIC MISTRESS for Church of England Private Boarding School in Canada, to teach Piano, and accompany, also offer subsidiary Junior Form subjects. Experience. Resident, about 900 dollars. B 136,991

Gymnastics Mistresses.

GYMNASTICS AND GAMES MISTRESS for good-class Private Boarding School in Home County. Some experience essential. Salary, about £100. Resident. B 139,627

PHYSICAL CULTURE MISTRESS for Private Boarding and Day School in a South-East County, to take Dancing, Drill, Games, Hygiene, Guides. Churchwoman preferred. Resident, £80 commencing, rising to £110. B 139,395

PHYSICAL TRAINING MISTRESS for Private School in Northern County. Dancing, Physical Drill, and Games. State subsidiary subjects. Diploma essential. Resident, from £80–£100. B 139,416

GYMNASTICS MISTRESS for high-class Private Boarding School near London. Gymnastics, Games, Swimming, etc. Help with Junior English or with foreign girls. Experience. Resident, from £75. B 139,446

PHYSICAL CULTURE MISTRESS for Private Boarding and Day School on the East Coast. Gymnastics, Swimming, Games, Dancing, and Junior English. Resident, £50–£60. B 139,602

GYMNASTICS MISTRESS for high-class Private Boarding School on South-East Coast. Gymnastics, Games, Remedials, Massage. Dartford or Bedford training. Experience preferred. Adequate resident salary. B 137,274

GYMNASTICS MISTRESS for small Private School on East Coast. Gymnastics, Dancing, Games, Guide work. Help with easy secretarial work. Resident, £70–£85. B 136,888

GYMNASTICS AND GAMES MISTRESS for Church of England Public High School near London. Dartford, Bedford or Chelsea training. Non-resident salary. B 138,692

Domestic Science Mistresses.

DOMESTIC SCIENCE MISTRESS in January or May, for first-class Private Boarding School on the East Coast. Usual Domestic Science subjects, and also to assist with light Matron's duties. Resident, about £110. B 139,683

DOMESTIC SCIENCE MISTRESS for good-class Private Boarding School in South-West county. Cookery, some Laundry Work, Housewifery, and Needlework. Experience of Catering desirable. Resident, £100–£150. B 137,873

DOMESTIC SCIENCE MISTRESS for large Public Boarding School in North Wales. Chiefly Cookery, some Housewifery, and Dressmaking. Experience desirable. Adequate resident salary. B 139,471

DOMESTIC SCIENCE MISTRESS for Public Secondary School in the Midlands. Senior Cooking, Junior Needlework. Special two-year Course in Housewifery, Hygiene, Cooking, Laundry, and Dressmaking. Non-resident, Burnham Scale. B 139,659

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